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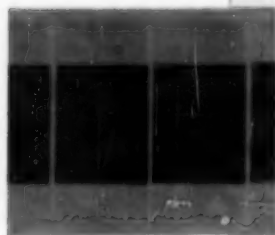
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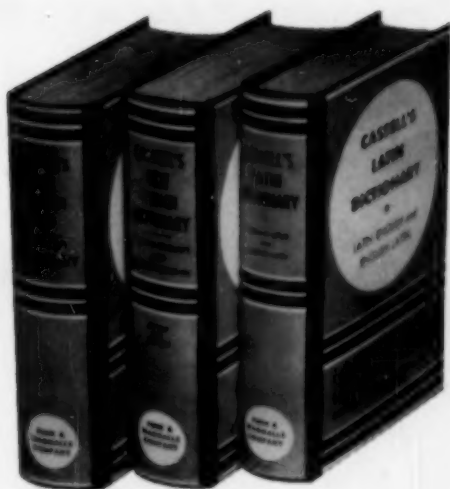


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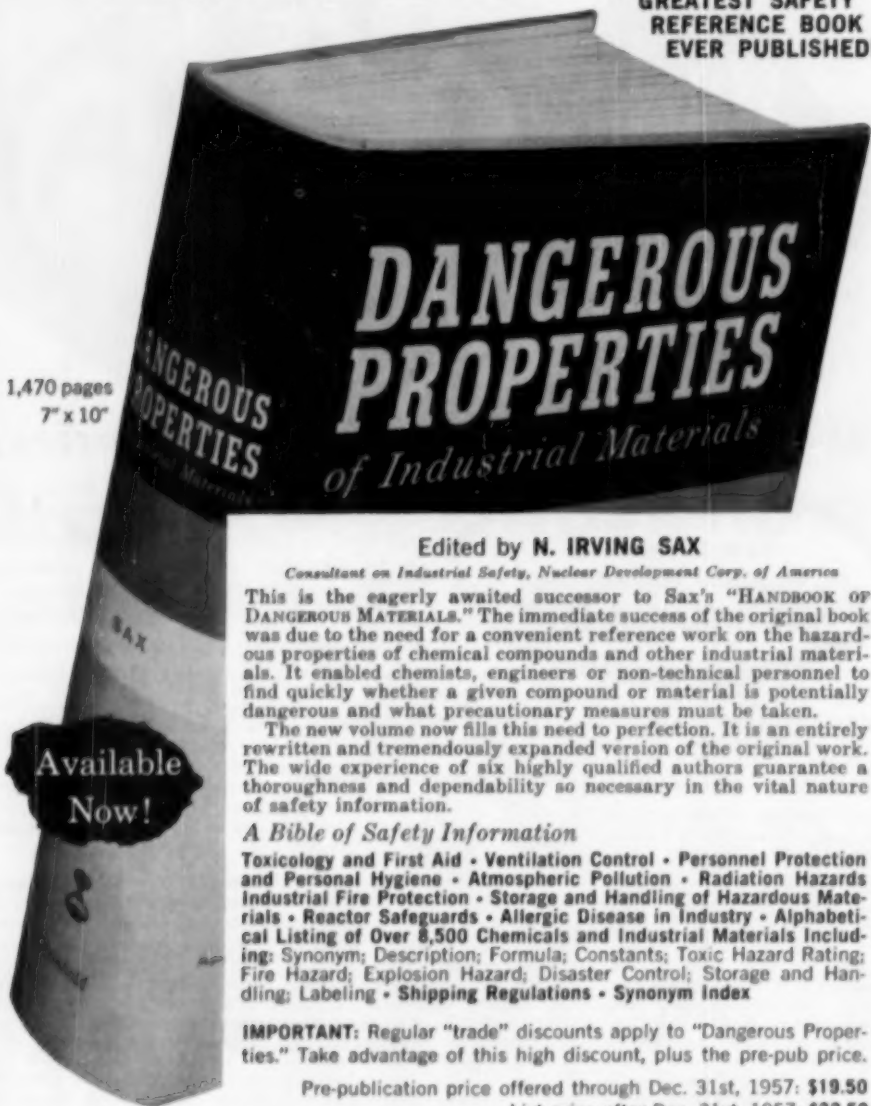
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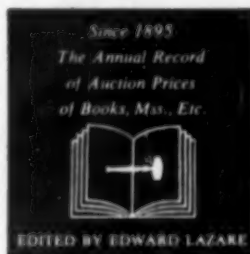
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THE YEARS of agonizing over form are not wholly done with, but the worst must be over. ACRL, like the other divisions of ALA, may—must—now return to considerations of content. We shall all have to learn to live within new patterns and to expect and treat abrasions as they occur. The essence of reorganization, however, is that we shall be enabled, as individuals and groups, to do more effective work in all aspects of librarianship. The patient will recover from the operation; what he needs now are strong infusions of substance. It is good to know that we may return to our primary interests and aims.

ACRL has much to do. We must explore our own boundaries; if they are somewhat narrower than of old perhaps the enclosure should be probed in greater depth. The province clearly staked out for us clamors for solid work, involving more of our members than ever before. Where our interests overlap with other divisions, we shall work jointly, each part strengthening the other.

For academic librarians, facing with their colleges and universities the problems of rising enrollments and proliferating higher institutions, there is genuine need for a vigorous and clear presentation of the place of the library in higher education. There must be studies of what is now done and of what might be done to serve students and teachers even better than in the past. For the research and special libraries, aiming at better service to an ever increasing num-

ber of skilled and inquiring users, the challenge is equally great.

Even through the energy-consuming process of reorganization, work has been carried ahead on many fronts in ACRL, though some has had to be scamped or deferred for lack of time. Existing sections have many notable projects afoot and many contemplated. New sections may, with reason, come into being and must be harmonized with the old ACRL activities. To our standing and *ad hoc* committees we entrust much power, but with this goes the burden of hard work and grave responsibility. Our publications program is distinguished and its continued success and responsiveness are matters of concern to us all. State representatives and councilors act to relate us to local members and interests and have much to do with strengthening ACRL. Every member should give to and get from ACRL whatever professional help can most effectively be rendered through our organization. All in all, ACRL is burgeoning with vitality and diverse competencies. We must constantly assess our field of responsibility, however, to see that we are covering needs and placing emphasis where it belongs.

Perhaps the most significant gain to ACRL in the reorganization of ALA comes about through the merging of the Specialized Libraries Division with ACRL. Members of the SLD were rendered homeless by the reorganization. ACRL has enthusiastically welcomed them into membership. The two groups can become one, and a better group than either of the old groups alone. We share

Miss Thornton, librarian of Oberlin College, is President of ACRL.

a community of interest that is greater than it seems at first glance, for with special collections through special services to special users we are essentially aiming at the same objectives. Now, through mutual enrichment, we can blend into a broader and deeper stream of constructive librarianship. The specialists are full partners; ACRL is as much theirs to shape as it is the academic and research librarians'.

The years ahead for ACRL will be increasingly demanding, but, I think, increasingly exhilarating. All of us who work for ACRL can take pride in the past, but this is not enough. The libraries and profession we serve must, by their very nature, face change, solve old problems, meet new problems. ACRL is a powerful instrument for progress if it uses and is supported by us all.

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"I am very sorry at your disappointment concerning the MSS. They looked genuine. I thought the writing rather large for O. W.'s later period & not Greek-like enough—but they are wonderful forgeries." Thus one bookman consoled with another when, in the summer of 1922, a valuable collection of Oscar Wilde manuscripts were finally declared by Christopher Millard to be forgeries. Ever since the manuscripts were offered for sale in April, 1921 to William F. Figgis, a Dublin bookseller, by a man signing himself "André Gide," they have formed a valuable and yet puzzling piece of Wildeana. Examined and accepted as undoubtedly genuine by Christopher Millard, the Wilde bibliographer and expert, they were declared forgeries by him only a few months later. Vyvyan Holland, Oscar Wilde's son, dismissed them as late as 1955 as an "impudent" fraud. Dudley Edwards in his article for the *American Book Collector* of January, 1957 is more cautious in his judgment and inclines to believe that perhaps some portion of the collection may, after all, be genuine.

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The forger? Oscar Wilde's nephew, Fabian Lloyd, also known as "André Gide," Dorian Hope, Sebastian Hope, B. Holland, Arthur Cravan . . . a mysterious figure drifting in and out of the unknown until the early nineteen-twenties, and then again disappearing into total obscurity. The value of the collection, accompanied as it is by the correspondence regarding it in which book-dealers and experts participated, is beyond doubt, not only for its peculiar and fantastic history, but also for the simple reason that no student of Oscar Wilde's manuscripts will ever be able to pass these by, if for nothing else than to acquaint himself with the snares of the field."—John C. Finzi in the *UCLA Librarian*, (September 6, 1957), 168-69.

Acquisition Policy in the American Academic Library

Problems of acquisition policy are in many ways the most important confronting administrators of university libraries. This, unfortunately, does not mean that these problems have never been dodged; many of the difficulties now besetting great research libraries at Harvard and elsewhere result from failures to face such problems squarely.¹

THIS STUDY is a summary, synthesis, and evaluation of past and present acquisition principles and practices in the American academic library. It focuses attention on what was, what is, and perhaps even what should be. In terms of acquisition philosophy and responsibility, it compares trends of the past with trends of the present, and trends of the present with trends of the future.

The word *acquisition* in this study applies to the acquisition of library materials whether they be by gift, exchange, or purchase. Since funds play a vital role in determining the adequacy of a library book collection, the emphasis is on acquisition by purchase.

Policy refers to the guiding principles adopted and followed by American academic libraries in developing their collections. *Acquisition policy* is interpreted in a broad sense and encompasses both written and unwritten, formal and informal statements of policy.

Academic library in the historical section of the paper refers primarily to col-

lege libraries; in the discussion of present practices it refers to (1) research libraries listed under Group I in the annual *CRL* statistics; (2) college and university libraries that in 1953-54 had a total book and periodical budget of \$50,000 or more, and (3) state university libraries that do not fall under either (1) or (2).

Information and statements were obtained from three sources: (1) published literature, (2) fifteen replies to a letter of inquiry which Robert Vosper, director of libraries, University of Kansas, sent out in 1953 to various university libraries in preparation for his paper "Acquisition Policy—Fact or Fancy?"² (3) replies to a letter of inquiry sent to 108 institutions in October 1955 by Professor LeRoy C. Merritt of the School of Librarianship at the University of California.³

To the 108 letters of inquiry a 50 per cent response was received. Of the fifty-five institutions which replied, fourteen have some kind of a written acquisition policy, thirty explained the essence of their unwritten policy in their letter, and eleven failed to comment. The fourteen written acquisition policies, roughly classified, fall into the following three categories: (1) five sketchy policies in outline form with the emphasis on ordering procedures rather than selection principles; (2) three policies which were short summaries of acquisition practices;

¹ Keyes D. Metcalf, "Problems of Acquisition Policy in a University Library," *Harvard Library Bulletin*, IV (1950), 293-301.

Mr. Bach is head, Acquisitions Department, San Jose State College, San Jose, Calif.

² Robert Vosper, "Acquisition Policy—Fact or Fancy?" *CRL*, XIV (1953), 367-70.

³ At the time information on their acquisition policies was asked for from American academic libraries, permission to quote was not requested. The writer deems it, therefore, inadvisable to identify replies.

(3) six full-fledged policies. The assumption must be made that the majority of the fifty-three libraries which did not reply do not have an acquisition policy, at least not a written one.

AGAINST ACQUISITION POLICY

The reasons advanced by librarians against the formulation of an acquisition policy are varied. First, acquisition policies, they feel, are out of date before they are drafted. A library within a university in which the program of study and research is in a state of flux—old programs being dropped, new programs being added—can hardly hope, even with faculty assistance, to draft a code that will meet the needs of students and faculty today and tomorrow. Any long-term program becomes merely an invitation to trouble. Second, acquisition policies are difficult to formulate when it is not clear what the university's curricular and research plans are. The acquisition program is expected to reflect the changing and developing programs of the university. It is rather difficult to spell out one without having first spelled out the other. Third, tradition may militate against the formulation of an acquisition policy. Fourth, delegation of book selection responsibility to the faculty renders the drafting of an acquisition policy impossible. To quote one respondent: "We have over eight hundred different codes, not drafted documents, but codes in the persons of living, changing, working, and loafing faculty members." Fifth, lack of faculty cooperation manifested in library interest on the part of a mere handful. Sixth, satisfaction with the *status quo*. The informal acquisition program has produced a good collection, so why go to the trouble of making a survey which would reveal little that is not already known? Seventh, difficulty of creating a document that would be useful. Eighth, impossibility of the task in view of the extreme com-

plexity of acquisition work and the necessity in many cases to proceed by intuition.

IN FAVOR OF ACQUISITION POLICY

"The ideal method of building up a great reservoir of research materials," wrote one librarian, "would be to have on the library staff a large corps of gifted and bibliographically sophisticated scholars representing the utmost competence in each special field of knowledge, working full time and buying with unlimited funds everything of possible research value, to be arranged and cataloged by an unlimited staff of superbly competent catalogers and stored permanently in a limitless building which would provide immediate access to any item in the collection." Since such an ideal situation does not exist, however, some thoughtful librarians have become convinced of the definite need for an acquisition policy to insure the even development of the collections. They fear that without a policy there will be extensive overlapping and a lack of knowledge as to what does and should get on the library shelves. Once the general direction of the acquisition program is determined, they claim, the mere existence of a stated policy will make for a continuity in collecting which will prevent the accumulation of "once strong, but now defunct" collections. If no policy exists, library funds will be spent in aimless and random buying which will result in a lessening of faculty interest in the library and, therefore, weaken rather than strengthen faculty-library understanding.

The librarian must exert control over the growth of the collections, for those faculty members who ask most are not always the most deserving. The filling of their needs may be to the detriment rather than to the welfare of the library.⁴

⁴ Elmer M. Grieder, "The Foundations of Acquisitions Policy in the Small University Library," *CRL*, X (1949), 208-14.

Unless a library has a well-formulated buying policy, its development is likely to proceed along lines determined by the demands which are made upon it from day to day.⁵ Fields to be covered will cease being clear-cut. Since no library can be all things to all people, the danger of overspreading seems evident. The ever-growing interdependence of libraries requires them to define the concentrated fields in which each hopes to attain distinction. An acquisition policy, at least a broad acquisition policy, is, therefore, becoming more and more a necessity.

HISTORICAL VIEW

During the first half of the nineteenth century librarians were more concerned with protecting their treasures from the eyes of inquisitive readers than with the present or future status of their book collections.⁶ In 1850 according to Carlton 126 college libraries in thirty-two states possessed a total of 586,912 volumes. Columbia, the largest college library in New York state possessed 12,740.⁷ Library resources during that period were so inadequate that they were more likely to duplicate than to supplement the scholar's own. The general collection of the college library was essentially a projection on a larger scale of the kind of library an educated man was expected to possess for himself.⁸

The second half of the nineteenth century was marked by an improvement in library conditions. New educational ideals, new methods of instruction, the introduction of the Ph.D., and the rise of the American university revolutionized the matter of providing resources

for research. The development of the library became a necessary corollary of the responsibility which the university had assumed. Books came to be regarded as tools rather than as treasures. The library was to play a vital role in the furtherance of research. Libraries felt it to be their duty both to identify themselves with the new movement and to acquire everything. "As long as the literature of Law, Medicine, and Theology were the only literatures appertaining to what men think and do for a living," affirms Winsor in 1879, "libraries were necessarily the monopoly, outside of literature itself as a study, of the Lawyer, the Physician and the Theologian. Once the warden of a castle who parlayed distantly with those that knocked, now, the expounder, the prophet, the missionary—or he should be—whose gates cannot be too widely opened, whose sympathy cannot be too broad. Nothing that is printed," he continues, "no matter how trivial at the time, but may be some day in demand, and, viewed in some relations, helpful to significant results. Therefore, if his storehouse and treasury admit of the keeping and caring for, the librarian feels the necessity of preserving all he can."⁹ Even as late as 1916, President Butler of Columbia writes that: "The aim of the primary collection in the general library is completeness. While this can never be attained either theoretically or practically, yet the usefulness of the primary collection depends upon its being substantially complete and thoroughly representative of the main intellectual interests of mankind."¹⁰

Alfred C. Potter in 1897 gave a more specific account of acquisition policies at Harvard at the close of the nineteenth century. While for the student he thought it wise to provide only the best,

⁵ Nathan Van Patten, "Buying Policies of College and University Libraries," *CRL*, I (1919), 64-70.

⁶ Kenneth J. Brough, *Scholar's Workshop* (Urbana: University of Illinois Press, 1953. Illinois Contributions to Librarianship, no. 3).

⁷ W. N. Carlton, "College Libraries in the Mid-Nineteenth Century," *Library Journal*, XXXII (1907), 479-86.

⁸ Arthur E. Bestor, "Transformation of American Scholarship, 1875-1917," *Library Quarterly*, XXIII (1953), 164-79.

⁹ Justin Winsor, "College and Other Higher Libraries," *Library Journal*, IV (1879), 399-402.

¹⁰ Columbia University. *Annual Report of the President*, 1916.

for the professor everything was necessary—good, bad, and indifferent. Since the books bought for the students related to the courses that they were studying, and those bought for the professor to the courses that they were teaching, Potter considered it only natural that librarians should turn to the faculty for aid in the selection of books. The college had a body of trained specialists who knew better than the librarian ever could what gaps existed in the collection and what was most needed to fill them.¹¹

By 1930 some librarians recognized that the responsibility for the selection of suitable books for the library was not the concern of the instructors alone. It was apparent, however, that in many land-grant institutions neither the librarian nor library assistants engaged as active agents in the selection of a majority of the books which went into the library. In thirty-three institutions librarians indicated that their only function in book selection was to avoid purchase of duplicates. In ten institutions library books were ordered by departments without any supervision whatsoever by librarians. Some librarians evidently even considered supervision by the librarian over selection of books as dangerous because it might lead to a vacancy in the position of librarian.¹²

What is the situation today? Do librarians still believe in amassing tremendous quantities of materials in the combined fields of knowledge? Do they still believe that book selection is not their responsibility but the faculty's?

Two components make up acquisition policy in American academic libraries today: (1) the determinants of selection, and (2) the selectors. To put it different-

ly; what factors form the basis for the selection of library materials? And, who are the persons primarily responsible for the selection of library materials, the faculty, the librarians, or both?

Determinants of Selection. Book selection in the American academic library of today is determined by the following factors:

1. Information resulting from an evaluation of the collections among the institutions that submitted statements of policy only one reported having an acquisition policy based on an evaluation of the library collection. Unfinished as the document was, it indicated in great detail by means of priority ratings the various levels of depth of those parts of the collection which had been surveyed.

Another library listed some of the fields in which it was strong but gave no indication of whether or not an evaluation had ever been made of its collection.

A southern university reported a huge inventory of library needs made by a committee of faculty and librarians. The inventory resulted in an estimated \$800,000 want list. A "wonderful budget argument."

2. Users of the library and their needs.

- a. The immediate and current teaching and research needs of faculty and students.

Librarians were practically unanimous in viewing the university library as a service agency whose primary function is to support the educational and research programs of the university. "In view of the fact that we do not have money to buy everything that might conceivably be purchased," one library affirmed, "we feel that it is important to define clearly the research objectives of the various departments and to make the library acquisition program dovetail closely with them." Some libraries in their written policies proceed from there to identify those areas in some degree of detail. Fields in which work at the doctoral level is offered are treated as "primary fields of specialization and interest"; those in which work at the master's level is offered are treated as "special fields of interest." The former category

¹¹ Alfred C. Potter, "Selection of Books for College Libraries," *Library Journal*, XXXII (1897), 39-44.

¹² U.S. Office of Education, *Survey of Land-Grant Colleges and Universities*, Its Bulletin, no. 9, v. 1, part B. (Washington: U.S. Government Printing Office, 1910.)

entails comprehensiveness and the latter emphasis on basic research materials. Statements on library policy concerning reference works, documents, maps, manuscripts, music, newspapers, periodicals, rare books, and college archives are generally also included in some of these policies.

One library viewed its acquisition program in terms of three objectives. First was its project to bring holdings up to the "college level" by which it meant a reasonably strong library in all fields, the kind of library that one would expect to find in a good, strong college rather than in a great university. Second, came the project of building a research library, by which it meant the backing of those departments in which the most research was done and where graduate enrollment was heaviest. Third, was the ideal of preeminence, by which it meant the duty of the university "to obtain the finest and most complete library in the United States" in a very small number of fields.

The majority of reporting institutions stop at this point in their interpretation of the library's function. "We buy very few books in those departments or fields where we offer no instruction," summarizes the general attitude.

b. The long-range teaching and research needs of faculty and students.

The library, they believe, must serve its users in something of the capacity of an archive of civilization. It must accumulate and preserve the evidences of the culture about it and acquire and preserve evidences of past culture. For the people of the future the library must attempt to build a full and round picture of the world as it is reflected in books at any one time. The soundness of librarians' judgment in the matter of selection will determine in part the library's success or failure in meeting the unpredictable needs of the scholar of future generations.

c. The cultural needs of the users.

In the interest of stimulating the students' desire to read and the reading habit the library should acquire publications designed specifically for recreational reading and the aesthetic needs of its users.

3. The strengths in the collection.

Four libraries expressed their belief that the strengths in the collection ought to be maintained. A library has the obligation to continue to purchase and maintain its strength in those fields in which it already has strong collections. No libraries expressed the opinion that the development of new fields should prevent the addition to those in which they already had depth.

4. Obligation to the region or state.

The library also has a local regional responsibility, that of assisting in preserving the written record of its immediate area. Such collecting should be based on sound planning and division of work with other institutions, but with the academic library lies a particular responsibility. The story of the institution's own history especially must be preserved, including full faculty archives and collections of alumni publications.

5. Quantity of print and near-print materials.

Librarians no longer believe like Winsor that they should preserve all they can. They fully realize that the growing volume of print has made it impossible for them to collect everything. They can be strong only by being weak. The piling up of materials is progressing along a rising parabolic curve. Under such conditions the attempt to be strong everywhere will only result in being mediocre everywhere. It seems better to subordinate certain fields in order to have the library a first-class research instrument in some fields.

6. Regional resources.

Only four of the fifty-five reporting libraries stated that they were influenced in their acquisition program by holdings of neighboring libraries. Some of the statements seem to indicate, however, that although cooperative measures of acquisition are not prevalent among American academic libraries, they are likely to increase in the future.

7. Personal convictions of librarians.

Library collections are bound to be in part the products of librarians' personal convictions:

"Since research is reported first in journals, the library should have at least the last ten years of the important journals in every field of the curriculum."

"The scholarly output of the major university presses should be acquired almost in toto."

"I have always believed it to be of paramount importance to approach the problem realistically and not clutter shelves with a considerable body of free materials on the assumption that perhaps some day it may be wanted by someone."

8. Book fund allocation system.

The book fund allocation system, it will be seen later, places primary responsibility for the development of the library collection on the faculty. It is, therefore, a major factor in determining the ultimate shape and strength of the collection.

9. Financial resources of the library.

It seems self-evident that the financial resources of the library would impose limits on the ultimate shape and strength of the collection.

Selectors. If libraries are classified according to their role in the selection of library materials, they seem to fall into three categories: (1) self-effacing libraries, (2) libraries in which materials are selected by the faculty with the aid and advice of the library, and (3) libraries in which materials are selected by the library with the aid and advice of the faculty.

1. Self-effacing libraries.

These libraries are characterized by over-reliance on the faculty and a twentieth-century version of a nineteenth-century outlook on book selection. Libraries in this group disclaim almost all responsibility for the development of the collection. If there are titles which they think ought to be in the library, they recommend them to the faculty who in turn recommend them to the library. These libraries admit that the faculty neglects certain areas and is responsible for the addition of insignificant items, but the responsibility for the collection not being the library's, they abstain from taking

appropriate countermeasures. With the administration of the research fund under the control of the library committee, libraries in this group generally also lack the authority to pass upon expensive items. Among these libraries there are cases where the library's jurisdiction is limited to a mere ten to twenty per cent of the entire book budget. Libraries in this category number less than half a dozen.

2. Libraries in which materials are selected by the faculty with the aid and advice of the library.

The selection pattern in this category is familiar. Book selection for the university departments is left almost entirely in the hands of the faculty. In some institutions a departmental library representative is designated periodically as the one person authorized to approve purchases from the fund allotted to a given department. The librarian and the library staff supplement and round out faculty buying in the various fields, and select those works which are not specifically needed for the work of particular departments. They also call faculty members' attention to important publications in their fields. Materials generally selected by librarians in this class include bibliographies, reference books, titles listed in the popular reviewing media, titles listed in professional and subject journals, and new periodical titles. Periodical subscriptions in some instances, however, need the formal or informal approval of either a committee of librarians, or a committee of faculty members.

3. Libraries in which materials are selected by the library with the aid and advice of the faculty.

These libraries, numbering six, represent in the writer's opinion the *avant-garde* of librarianship in the matter of library responsibility in book selection. They come closest to the Metcalf-Osborn ideal of selection by library subject specialists.¹⁸ At Columbia, for instance, according to the annual report of the director of libraries, supervising librarians

¹⁸ Metcalf, *op. cit.*, p. 293-303; Andrew D. Osborn, "The Development of Library Resources at Harvard: Problems and Potentialities," *Harvard Library Bulletin*, IX (1955), 197-213.

and department heads do the day-to-day selecting of publications for the collections under their immediate control. Although faculty members make recommendations as to items to be purchased, the library relies upon its staff members to watch listings and reviews of new publications and to check bibliographies for the purpose of finding significant publications which should be acquired.¹⁴

A major midwestern library, evidently recognizing the library's present and future obligation to itself and the university, in addition to the traditional order department, has a book selection department:

"The work of book selection here is performed by our Book Selection Department, by some of our divisional librarians, and by some of the library committees of the colleges and of the departments of the Literary College. In the fields of the humanities and social sciences, the book selection department of the library does the basic work of selecting both current and retrospective publications, referring national bibliographies, catalogs, etc., to the various divisional libraries and departments after the Book Selection Department had done the basic job.

"In the natural and applied sciences, our book selection department does not undertake the selection work at all but defers to the divisional library when the divisional librarian has been authorized to do the selection work for the college or department. In the few cases where the college or department wishes to retain the authority to select the books in its fields, the Library Committee of that college or department does the basic selection work. Responsibility, however, for the development of the collections in all fields remains with the director of the University Library and at any time, if we feel that a library committee is not doing an adequate job, we are free to buy additional materials for that collection out of the library's general book funds."

Another library in the same category reports: "A close cooperation with the graduate faculty has permitted a reciproc-

cal arrangement whereby graduate study plans are tailored to fit the library's strongest fields, and in turn the library has attempted to build its strongest areas within fields of interest of the graduate faculty."

This last quotation may be taken to illustrate two points: First, a "class three" library, being more independent, may actually be in a more advantageous position to meet the faculty than either a "class one" or a "class two" library. Second, greater independence for a library, or to phrase it differently, less library dependence on the faculty does not preclude library-faculty cooperation. In the matter of library-faculty cooperation, it should be realized, of course, that the personality and competence of the librarian will always remain a major factor.

ACQUISITION POLICY—YES OR NO?

This heading may very well be regarded as inappropriate and unrealistic. All libraries as a matter of fact have some kind of an acquisition policy. By the very process of being selective in the materials that they add to their collections, libraries are following a policy. The policy may be illogical, inconsistent, and self-contradictory at times, yet it is a policy. The question may be asked: Since all libraries have a policy, why do not more of them endeavor to have a good policy? All libraries aspire to have a good collection. Would not a good collection be more likely to result from a good policy than from a bad policy?

The arguments against an acquisition policy, it has been seen, are manifold and not without surface validity. Librarians by and large do not seem to be opposed to a written acquisition policy as such. They recognize the desirability but question the feasibility of producing a workable policy. Written acquisition policies, they feel, are out of date before they are drafted. It is the writer's view that if an acquisition policy is properly written, the emphasis will be on flexibility. The policy, therefore, should not

¹⁴ Columbia University Libraries, *Report of the Director of Libraries, 1949/50-1952/53*.

be dated before it is drafted. In its essence the policy should come close to being a permanent document, or at least a document which should not be difficult to keep up to date. Academic institutions generally do not reverse themselves very often in their aims and objectives. An occasional change in the curriculum should no more necessitate the rewriting of the policy than the insertion of a new sheet into Moody's requires the disposal of the whole volume.

The claim that acquisition policies are difficult to formulate when it is not clear what the university's curricular and research intentions are may be true but does not reflect the entire picture. "Curricular and research intentions" denote the future. Since changes are ordinarily gradual and slow, it would appear that contemplated curricular changes form but a minute fraction of a university's program and would, therefore, be unlikely to stand in the way of an acquisition policy.

Tradition can hardly be regarded as a valid argument against an acquisition policy. Although the future is built on the past, the past cannot be permitted to regulate the future.

"Delegation of book selection responsibility to the faculty renders the drafting of an acquisition policy impossible." It would appear that "difficult" is a more appropriate word than "impossible" and that a librarian with skill, tact and a degree of ingenuity should be able to obtain the faculty's support. The writer would also like to point out that a librarian, as has been shown, does not need to be "stuck" with a system that delegates book selection responsibility in toto to the faculty.

While it would certainly be desirable for the faculty to cooperate in the drafting of an acquisition policy, the library staff, the writer believes, can do the job alone if necessary. The faculty may perhaps be reluctant to take the lead in the

writing of a policy, but if the library assumes prime responsibility for the document their reluctance may change to cooperation.

"Satisfaction with the *status quo*" does not necessarily imply dissatisfaction with a change in the *status quo*. As an argument against a written acquisition policy, it has validity only if it is based upon an appraisal of the library collection. If it is not, then "satisfaction" may merely be blindness to reality. Should a library go to the pains of making an evaluation of its collection, it might as well go one step further and formulate a policy as insurance against possible future deterioration of the collection.

The claim that it is impossible to produce an acquisition policy can be easily disproved by existing acquisition policies. It should be noted that some of these policies have been written by libraries in the one million volume class.

The greatest difficulty in the formulation of an acquisition policy seems to be the drafting of a policy that is useful and workable. It must be recognized that the difficulty is great, yet libraries do exist that have been able to surmount it. The writer hopes that this paper will contribute, at least to a small degree, toward rendering the task somewhat less unmanageable.

COMPONENTS

It must be clear that there is no one acquisition policy applicable in its entirety to two libraries. It must be equally clear that there is no acquisition policy that can give a clear-cut answer to all questions of acquisition. Acquisition policies will facilitate the making of judgments and decisions; the judgments and decisions, however, will still have to be made by the librarian.

Most written acquisition policies contain some of the elements listed previously. None contains all of them. To be effective and meaningful an acquisition policy should be based on an evaluation

of the library collection, and an identification of the library's clientele. Unless a library makes an evaluation of its collection (the University of Chicago made one in 1930¹⁸) it will never know for certain what its strong and weak points are. Without that knowledge acquisition becomes a haphazard process, at least as far as filling gaps and building to strength are concerned. Without that knowledge acquisition also becomes wasteful, for a library may be unnecessarily strengthening its weak points instead of improving its strong points.

The statement that a library must serve its constituents has been turned into a truism if not a platitude. The statement, if it is not to be pious, should be carefully analyzed by the librarian. Who exactly are the users of the library? Which are the important fields of research on the campus? In which subjects is work at the Ph.D. level offered, and at the M.A., and M.S. levels? Do the library's strong fields coincide with those in which the doctorate is given? Does the library have an obligation to people other than the faculty and students? Can the library afford to cater to the cultural needs of its users? Can the library afford to build for the needs of the scholar of the future, and to what extent?

The next logical question for the librarian to ask and answer seems to be: What specific classes of materials should the library endeavor to acquire in order to support the needs of its clientele? Should the library collect manuscripts and archives? If so, what are the limitations? The works of which composers should the library attempt to acquire? What will be its policy toward phonograph records? How wide a map coverage should the library have? How wide a newspaper coverage? Should the library make available newspapers from all the cities in the state? The major

cities in the United States? Which foreign newspapers? Which newspapers should be preserved, and for how long? What should be the policy toward rare books, documents, microfilms, microcards, and periodical sets?

Knowledge of the collection and knowledge of the clientele are, therefore, the *sine qua non* elements of the good acquisition policy. The two must be necessarily interdependent and compatible with each other. A collection that proves weak in the clientele's fields of interest and research must inevitably be strengthened. While a library may be weak in fields in which it should be strong, it may also be strong in fields in which its strengths do not meet any of the clientele's needs. This leads to a third point that it would be desirable to incorporate into the acquisition policy. Which are the library's untapped strong collections? What shall be the library's policy toward them? Shall they be strengthened or preserved unchanged?

Other features of varying importance that have a rightful place in an acquisition policy are statements on the library's interpretation of its collecting obligations toward materials of ephemeral interest such as current affairs pamphlets, and its collecting obligations with regard to materials pertaining to the region and state. In the formulation of a policy a library will, of course, be influenced by the existence of library resources in the immediate vicinity. If possible, these resources should be clearly identified. Once a policy has been drafted, if it is to serve its purpose, it must be implemented. Whose primary responsibility is the implementation of the acquisition policy?

IMPLEMENTATION

It seems obvious that if an acquisition policy is to serve its purpose it must be implemented. It seems equally obvious that before an acquisition policy can be

¹⁸ M. Llewellyn Rancey, *University Libraries* (University of Chicago Survey, v. 7) (Chicago: University of Chicago Press, 1933).

implemented it must be understood and supported by both the library and the faculty. The primary responsibility, however, must be on one or the other.

It is the writer's conviction that the librarian ought to assume responsibility for the development of the library collection. If a librarian fails to act the part of a librarian, what is he? He is a custodian of books, a glorified research assistant, a business manager at the most. It is difficult to understand how librarians on the one hand aspire to be accepted as the professional equals of lawyers, doctors, professors, etc., while on the other hand they hold themselves in bondage by not accepting the responsibility that is truly theirs. Librarians ought to consult with the faculty; librarians ought to take advantage of the specialized advice that is available to them, but librarians ought not to depend on the faculty to do three jobs, teach, do research, and develop the library collection. It is unfair to the faculty, and it is unfair to the library. Both stand to suffer. Several librarians in the study commented upon the fact that the faculty could not be depended upon to do a systematic and consistent job of book selection. Orr and Carlson in their *Survey of the Library of Texas A. and M. College* report that "A number of faculty members interviewed by the surveyors were frank to admit that they had not been as active as they should have been in developing the library and that they had not always, even at existing budgetary levels, used all the money available to them."¹⁸

If the premise that librarians should be actively responsible for the development of the book collection is accepted, then it would follow that they should also control the book budget. Apportionment—notwithstanding the general

library fund or the special research fund generally under the direct supervision of the librarian—means probable faculty control of selection policy. Non-apportionment means library control of selection policy. The position of the librarian who advocates both library responsibility for the development of the book collection and apportionment does not seem tenable. The librarian who favors faculty responsibility for the development of the book collection with the aid and advice of the librarian must by implication favor apportionment. The librarian who favors library responsibility for the development of the book collection with the aid and advice of the faculty must by implication favor non-apportionment.

If so few academic libraries have a written acquisition policy, perhaps part of the explanation lies in the characteristics of the apportionment plan. The very fact that so many different departments with different interests are involved in the apportionment plan undoubtedly makes it more difficult, if not more cumbersome, for the librarian to arrive at an intelligent and useful policy, satisfactory to both the faculty and the library. It may be argued that in many instances the librarian exerts direct control over as much as 50 per cent of the total book funds, and that, therefore, he is placed in a good position to formulate a long-range acquisition policy. There appears to be little doubt that a case can be made for this argument. It also can be said, however, that since the librarian already controls the money with which he buys periodicals, back volume sets, reference tools, and bibliographies, all of which are vital to the library, there is no good reason why he should not also control the second 50 per cent, especially since much of this goes into the purchase of current titles which could just as well be paid out of the general library fund as out of the

¹⁸ Robert W. Orr and William H. Carlson, *A Survey of the Library of Texas A. and M. College, October, 1949 to February, 1950*. (College Station: Texas A. and M. College, 1950.)

evidently superfluous departmental apportionments. Why should the librarian have to work with one hand tied behind his back when the use of both hands would give him the greater flexibility which Vosper regards as a primary requisite of any book budget system?¹⁷

CONCLUSION

In every age remnants of the past and forerunners of the future blend with the present. The acquisition policy in the American academic library of today confirms this dictum. During the last part of the nineteenth century when the birth of modern scholarship caused libraries to emerge from their static condition and develop in all directions, the collections under faculty impetus grew without the benefit of either the continuity or the control that the librarian could have insured. Today likewise, as has been noted, there are still academic libraries growing under faculty impetus without the benefit of either continuity or control. In the majority of academic libraries, fortunately, the librarian through cultivation of faculty relations, a small degree of library initiative, and an increasing awareness of the need for planning, does exert a beneficial influence on the growth and the development of the collections. A small minority of libraries has gone one step farther. Without minimizing the importance of the contribution that the faculty can make in building up the library, they have come to the realization that library collections are more the

librarian's responsibility than that of the faculty. They have also come to understand that acquisition policies can be more easily defined under library leadership than under faculty guidance.

Very little has been said in this paper on the subject of cooperation. Yet the logical outgrowth of an acquisition policy is library cooperation. Until libraries know in which fields they are strong and in which fields they are weak, it will be difficult for them to form regional agreements that will supplement rather than duplicate regional library resources. An acquisition policy for the same reason might also come to form one of the bases for institutional curricular agreements. Carried to the ultimate, the acquisition policy might even develop to be the eventual foundation for library resource planning on a national level.

Cooperation needs to take two forms. One is the common agreement to share certain highly expensive facilities and personnel. It may even be desirable to transfer students from one institution to another, from one state to another, for highly specialized study. The other is to agree that when one or two institutions are especially strong in certain highly specialized fields of study, another institution will strive for strength in some other field. Institutional self-restraint and confidence in the validity and significance of its own program, can prevent an overexpansion of costly graduate and professional facilities. Competition among institutions should promote diversity, not a sterile uniformity.¹⁸

¹⁷ Robert Vosper, "Allocation of the Book Budget: Experience at U.C.L.A.," *CRL*, X (1949), 215-18.

¹⁸ Commission on Financing Higher Education, *Nature and Needs of Higher Education*. (New York: Columbia University Press, 1952.)

Documentation: Complete Cycle of Information Service

DOCUMENTATION IS BEST differentiated from normal library service by the extent to which it is concerned with a complete-cycle system of providing information. This cycle involves the identification, recording, organization, storage, recall, conversion into more useful forms, synthesis, and dissemination of the intellectual content of print and other recorded materials.

General library work tends to concentrate in the part of this cycle between recording and recall. Documentation completes the cycle by also dealing with identification, conversion, synthesis, and dissemination.

Documentation is distinguished from general library work in two additional ways. It is more intensive—i.e., subject analysis is carried further, the range of resources accumulated is greater, etc. And documentation has the quality of special, as distinct from general, library service in its relationship to the specialized needs of particular users and uses.

Thus the differentiation of documentation from general library work and from systematic bibliography is primarily a matter of degree. These fields are so closely interrelated that one person may, almost simultaneously, be performing functions in all three. Library functions (such as acquisition, cataloging, and lending, which constitute part, but by

no means all, of library work) are prerequisite to documentation. So, too, systematic bibliography (the listing of literature) is obviously prerequisite to the intensive analysis of intellectual content. If the documentalist or information officer performs the above functions he is, in so doing, acting as a librarian or as a bibliographer. The librarian initiates subject analysis in the cataloging process, but when he moves on to the intensive handling of the ideas contained on every page of every source, he starts to function as a documentalist.

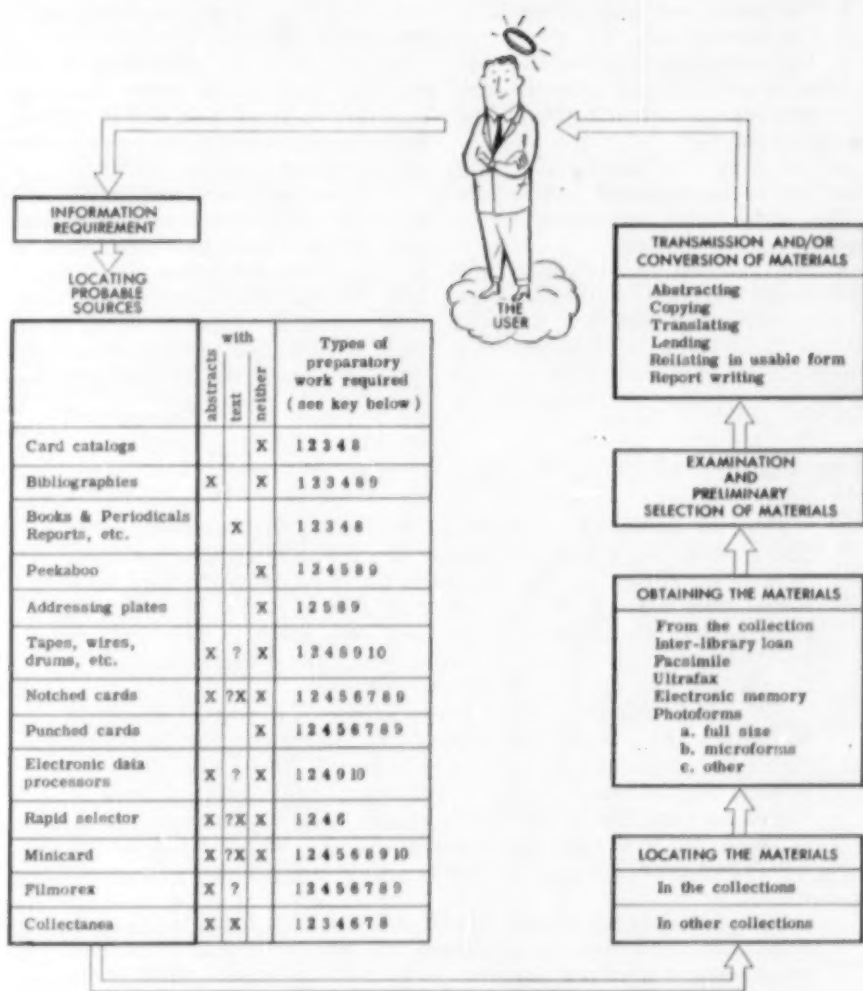
Because of the greater intensity of analysis of intellectual content involved in documentation (and librarians may function as documentalist) greater subject competence is usually required for this field than is required for general librarianship, including systematic bibliography.

Since the conversion of information into new forms is commonly required, and the mass of entries to be handled is normally greater in documentation because of the more intensive subject analysis, and since transmission of information is often necessary, the documentalist must be conversant with more detailed indexing schemes, mechanical storage and handling devices, methods of reproduction, as well as other systems for storage, handling, and retrieval of information than are requisite for general library practice, and he must know how to select and blend these tools into an effective information system.

As indicated by the diagram the core of information that must serve every

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Complete Cycle Information Service



Key to the types of preparatory work that may be required

1. Building the collection
2. Descriptive and subject cataloging and indexing
3. Compilation
4. Reproduction and typing
5. Punching, notching, embossing and/or tabbing
6. Photographing and photo-processing
7. Clipping and mounting
8. Manual filing
9. Machine filing
10. Preparation of programming instructions

documentalist and information officer, regardless of subject field, includes:

1. The nature and scope of the field.
2. The users served.
3. The collection, organization, and location of probable sources by the various means shown in the diagram on the preceding page.
4. The tools for locating copies of materials to be consulted and for obtaining them either in originals or by various copying devices.
5. The function of evaluation and preliminary selection of the materials to meet a particular need, from the point of view of the particular user, involves a first cut in the intellectual work required of the user. It may include abstracting

and other services to help the user to reduce the bulk of material he must consult in order to get everything pertinent to his problem.

6. The tools for conversion of the materials into usable form; including reproducing, translating, report writing, and relisting, as well as the reproduction of reports and lists, etc.

7. The development and operation of balanced full cycle information systems, with all parts fitted into each system so as to provide the information needed, when needed, and in the form in which it is needed by proper blending of the right combination of mechanical and intellectual tools for the particular task or tasks to be performed.

The Faculty of Book Buying

That the faculty of a university should share the responsibility for buying books for a university library is a generally accepted principle in academic circles. But the realization that book buying is hard intellectual labor comes slowly, if at all, from years of catalog reading. And, unfortunately, the prospect of this hard work added to their teaching load, frightens many faculty members, even those deeply concerned, in the abstract, with strengthening library resources.

The best faculty book buyers have a good idea of what is already in the library, and a broad knowledge of bibliography, ranging far beyond their own special fields of teaching and research. They realize that book catalogs are not bargain counters, and that to delay buying a book today in the hope that it will appear at half the price tomorrow is a delusion. At the same time, they know prices and avoid paying for a bookseller's bad guess. They must know at least as much about books as the sellers.

Such a book buyer was the late Dr. Edward C. A. Lesch, professor of English at the University of Oregon. He recognized that a library is not a series of unrelated segments, but a growing organic entity. He labored as hard over antiquarian catalogs as over his lectures. His recommendations not only supported his own department and other humanistic fields, but the whole field of cultural history, where the sciences, the social sciences, literature, and the arts are seen as varied and mutually illuminating aspects of the life of man. He ordered books unknown to the ignorant, avoided by the timid, and ignored by the narrow specialist. The University of Oregon Library is today immeasurably stronger because of his knowledge and counsel over twenty-nine years.—*The Call Number*, University of Oregon Library, Fall, 1957.

Adequacy of Engineering Resources for Doctoral Research In a University Library

SINCE WORLD WAR II librarians have been aware of the problems caused by the vast growth of publication activities, particularly in the sciences. In terms of discussion, from Fremont Rider's *The Scholar and the Future of the Research Library* to the Allerton House Conference on *Problems and Prospects of the Research Library*, there has been concern with the organization and administration of research libraries as a consequence of this rapid growth. In terms of investigation, there has been during the past forty years a number of studies of various uses of library materials by research workers.¹ One special type of study, however, that has been neglected is concerned with the problems of doctoral research. Only Swank's² and a more recent unpublished dissertation by Stevens³ have dealt with the relation of library materials to doctoral research. These few studies have given libraries which are involved in supporting doctoral research programs little factual knowledge of the needs of re-

search workers. As Dunlap has pointed out, "The paucity of information regarding the needs and desires of readers has compelled librarians of institutions of higher learning to make decisions based on a number of widely accepted but unsubstantiated assumptions."⁴

The only way to overcome a paucity of information is to gather some. This paper is concerned with the library needs of a small group of readers in a particular field in a university. It considers some of the characteristics of the literature used by doctoral candidates for their dissertations in engineering at Columbia University. It also shows to what degree the resources of the Columbia libraries were able to support these dissertations.

The major hypothesis underlying the study was suggested by "the widely accepted but unsubstantiated assumption" that scientific personnel, in general, primarily use recent material of serial nature in their research. In other words, the study hypothesized that doctoral research in some fields of engineering, as carried on at Columbia University over the past few years, primarily required recent material of a serial nature in the English language. By "recent" is meant material published within a five-year span of the date of the dissertation. Serial material was defined as, "a publication issued in successive parts, usually

¹For an informative study of these surveys see: Rolland E. Stevens, *Characteristics of Subject Literatures*, ACRL Monographs, No. 6.

²Raynard Coe Swank, "The Organization of Library Materials for Research in English Literature," *Library Quarterly*, XV (1945), 49-74.

³Rolland E. Stevens, "The Use of Library Materials in Doctoral Research: A Study of the Effects of Differences in Research Methods," Urbana, Ill., 1951, 149 l.

Mr. Emerson is head, Science and Technology Department, Long Beach Public Library.

⁴Leslie Dunlap, "Services to Readers," *Library Trends*, I (1952), 49.

at regular intervals, and, as a rule, intended to be continued indefinitely."⁸ This was in opposition to monographic material, which was defined as, "a systematic and complete treatise on a particular subject, usually detailed in treatment but not extensive in scope."⁹ In addition to identifying these two major characteristics of the literature cited, this study includes an analysis of some of the other features. Each of these two major groups will be identified as to general type of publisher, i.e., a commercial or trade publication, a publication of one of the engineering or other learned or professional societies, a governmental agency publication, a university publication, or a publication of an industrial concern. Secondly, the language factor and the time span of these materials are analyzed. Such an analysis of the literature might enable the Engineering Library to ascertain how its collection could be organized to serve this portion of its users.

The basic assumption of the study was that the items listed in the bibliographies of the dissertations in question would reveal the materials used by the researcher. The methodology was to list on a separate punched card each item listed in these bibliographies. These cards were coded for the factors listed above, and a statistical analysis was made.

The dissertations studied were taken from those dated over the years 1950-54. This would seem to give an adequate sampling of the type of research on the doctoral level done in these fields at Columbia. The field of chemical engineering was not included, as such material is primarily the concern of the Chemistry Library. There were twenty-three dissertations listed in the years under study. They fell into the following subfields:

Electrical engineering	9
Mechanical engineering . .	6
Civil engineering	7
Mineral engineering	1
	<hr/> 23

Since there was only one dissertation in the field of mineral engineering, it was included as part of the sample, but the evidence of the material within the dissertation should be taken as only possibly indicative of the field. For the twenty-three dissertations, there was a total of 761 citations. A total of 756 could be sufficiently identified to warrant inclusion in the study. This gave an arithmetic mean of 38.8 citations per dissertation. The breakdown of the number of citations per dissertation by fields was as follows: Electrical engineering, 43.9; Mechanical engineering, 38.5; Civil engineering, 14.7; Mineral engineering, 27.0.

The major breakdown of the citations between serial material and monographic material revealed that 70.9 per cent of the citations was for serials and 29.1 per cent for monographs. The breakdown within the fields showed the following variations:

	Serials (Per Cent)	Monographs (Per Cent)
Electrical engineering	78.4	21.6
Mechanical engineering	65.8	34.2
Civil engineering	53.3	46.7
Mineral engineering	66.6	33.3

Since there are no comparable data in this or any other field, it is not known if the variations within the field presented here are typical or atypical. That there was this variation within the engineering field suggests hypotheses which might be tested to answer the question. These will be discussed later. The general findings in this respect tend to bear out part of the major hypothesis being tested.

Serials seem to be the primary source

⁸ ALA Committee on Library Terminology. *ALA Glossary of Library Terms With a Selection of Terms in Related Fields*. (Chicago, ALA, 1943), p. 124.

⁹ *Ibid.*, p. 88.

TABLE I
PUBLICATION SOURCES OF MONOGRAPHIC MATERIAL (PER CENT)

	Commercial	Society	Governmental	University	Industrial Company
Electrical engineering	70.9	3.3	2.3	18.9	4.6
Mechanical engineering	78.5	2.5	5.1	13.9	0
Civil engineering	66.6	27.1	0	0	6.3
Mineral engineering	88.8	0	0	11.2	0
Mean for group	73.4	2.4	2.7	12.6	8.1

TABLE II
PUBLICATION SOURCES OF SERIAL MATERIAL (PER CENT)

	Commercial	Society	Governmental	University	Industrial Company
Electrical engineering	27.7	52.4	2.2	2.9	14.8
Mechanical engineering	34.1	48.1	11.1	4.6	2.1
Civil engineering	0	78.0	3.9	16.3	1.8
Mineral engineering	5.6	88.9	5.5	0	0
Mean for group	26.5	54.3	5.2	4.6	9.3

TABLE III
LANGUAGE DISTRIBUTION (PER CENT)

	English	German	French	Other
Electrical engineering	77.8	11.8	6.2	4.1
Mechanical engineering	75.2	14.4	7.1	3.2
Civil engineering	84.4	7.5	1.5	6.5
Mineral engineering	100.0	0	0	0
Mean for group	80.8	11.7	6.1	1.2

in supporting doctoral research in certain fields of engineering at Columbia University. This type of material constitutes from slightly more than half in the case of civil engineering to more than three-quarters of the material in the case of electrical engineering, with an arithmetic mean of 70.9 per cent for the group as a whole. This would substantiate claims made for the importance of this type of material in the engineering field.

At this point, it is possible to analyze the publication sources for the materials used in these dissertations. Tables I and II identify the type of publisher and show the percentile ratings for each group in each of the engineering fields

studied. The mean is given for the group as a whole.

From Tables I and II it can be seen that commercial, or trade, publications for the monographs, and society publications for the serials are the two major publishing sources for the literature cited in these dissertations. If it is remembered that serials accounted for 70.9 per cent of the citations, it can be said that serial publications of societies are the single most cited group. Again it is to be noted that considerable variations are found among the fields studied.

The next major characteristic analyzed was the language distribution of the citations. Since this factor operated

independently of the type of material cited, no breakdown was made between serials and monographs in this group. Table III shows the language distribution of the citations.

It should be pointed out that the mineral engineering sample included only one dissertation. The languages in the "Other" column were Russian, in the case of mechanical engineering, and Italian, in the cases of electrical and civil engineering. These languages occurred in single dissertations within these fields rather than being distributed throughout the group. French and German, on the other hand, occurred throughout the sampling in the three fields. In all cases, it can be seen that German is the second largest language cited although it falls far below English.

There is finally to be considered the time span of the material used in these dissertations. A check analysis of the material revealed that both monographic and serial materials were falling into a similar pattern; so both types were analyzed together. Table IV shows the findings.

The results presented in Table IV test the other major section of the basic hypothesis. From the evidence presented, it can be seen that this part of the hypothesis is not as true as that concerning the relative importance of serial and monographic material. Less than half of the cited material fell into the 0-5 year span, which was taken to be recent by arbitrary definition. A more correct restatement in this connection would be that although the largest single percentile group will probably be found in material of recent date, there will be a wide range of material considerably older.

Since almost 15 per cent of the material fell into the category, "Over 25," a separate run was made of this group. The findings revealed that in all of the fields represented some of the material used was between 25-50 years old. In me-

chanical and civil engineering fields, some material used was between 51-100 years old, and a scattering of material was over a hundred years old. However, the materials for "Over 50" were concentrated in one dissertation in each of these fields rather than being distributed throughout the field. These particular dissertations dealt with the historical development of the particular problem under study.

In general, then, the characteristics of the research literature cited in these dissertations revealed that English language serial material, particularly the publications of the various engineering societies, forms the major group numerically. A detailed profile of the literature cited shows a wide diversity in time as well as in form. German and French are the major foreign languages.

It is now possible to turn to the citations and analyze them in terms of actual titles used. The 534 serial citations covered 181 serial titles. The arithmetic mean for the ungrouped data gives an average of 3.38 citations per title. This, however, is rather misleading, because when the scores are grouped into a frequency distribution, the median becomes .88 citations per title. This large differential is owing to the fact that of the 181 serial titles, 102, or 56.3 per cent, were cited only once; 59 titles, or 32.5 per cent, were cited between 2 and 5 times and only 20 of the titles, or 11.1 per cent, were cited more than five times. The implications of this tend to bear out the fact that researchers on a doctoral level must, in general, have access to a wide variety of resources. There will be a core of basic material, but the pattern revealed by this analysis is that there must be a large fringe of material less often used but which contributes to doctoral research. Along with this pattern, there was a pronounced tendency for any given dissertation to show a high citation count for a particular serial title. At least four of the serial titles which had

TABLE IV
TIME-SPAN OF MATERIAL CITED (PER CENT)

	0-5 Years	6-10 Years	11-15 Years	16-20 Years	21-25 Years	Over 25 Years
Electrical engineering	58.4	14.9	9.4	7.8	6.3	3.2
Mechanical engineering	27.3	15.2	13.9	5.6	8.2	29.8
Civil engineering	35.9	12.8	10.6	8.7	5.8	26.2
Mineral engineering	55.5	14.8	7.4	0	14.8	7.4
Mean for group	45.5	14.7	10.6	7.0	7.1	14.7

a frequency citation of ten or more were all from single dissertations. This again is possibly a normal pattern, but no comparable findings are available to test such a hypothesis.

A similar pattern was found when the monograph citations were analyzed. The 222 monograph citations were produced by 192 titles. Of these titles, 181, or 94.2 per cent, were cited only once. Eight titles were cited twice, two titles were cited three times, and only one title was cited four times. No title among the monographs was cited more than four times. On the basis of this sampling, it might be possible to state that so far as monographic literature is concerned, for the studies in these fields of engineering, there was no heavily used core. The title which was cited four times was Kent's *Mechanical Engineers' Handbook*, a standard reference source.

One other aspect of the general pattern of literature cited might be mentioned. There was a decided tendency for each of the engineering fields to be somewhat autonomous as far as the materials used were concerned. Only one serial title was common to all four fields. Of the 181 serial titles, 155, or 85.6 per cent, were cited in one field alone. Twenty titles were cited in two fields and five titles were cited in three fields. The same pattern was even more pronounced for monographic literature. Only Kent was cited in more than one field. There is probably a correlation between this factor and the pattern discussed previously for each dissertation to show a high citation count from any

one or two of the serial titles. There is the further possibility that self-citation in the serials concerned might be a causal factor in this regard.

The foregoing analysis of the characteristics of the literature cited in these engineering dissertations tends to bear out the hypothesis relating to the relative importance of serial material for this field of applied science. However, there was a considerable spread in time for this material although the largest single percentile group was in the 0-5 year time span. English is the primary language, followed by German and French. There was present a smaller citation group from other foreign languages. It is difficult to say whether this was the result of a lack of facility in these languages or the absence of relevant materials. Finally, there was the tendency of each of these fields of engineering to develop to a large extent a literature of its own with little or no overlapping with the other fields.

The analysis of these findings gives rise to further hypotheses which might be tested in terms of other, or larger, universes. It might be worth while to find out if the tendency of these subgroups within the engineering field is common to engineering doctoral work in general or is simply a local characteristic. It might also be interesting to see if this same pattern is present in other disciplines, and, if so, to what degree. Lastly, it would be extremely useful to establish workable parameters for the establishment of what constitutes a "core" collection needed to support doc-

toral research in any given field. If such parameters could be established, it might be possible to work out mathematical models for such collections. More will be said on library support of doctoral research at a later point.

It is now possible to turn to the second major aspect of this study, which deals with Columbia library resources and the degree to which they were able to provide support for the literature needed in this group of engineering dissertations. Because of the proportionate importance of serial materials, they have been analyzed a little more thoroughly in this respect than the monographic material. Since these dissertations were of very recent years, only a spot check was made to see if the materials were actually available when the work was being done. Such a check showed that the material in the libraries used on these dissertations was available at the time of study. Of the 192 monographic titles, the Engineering Library held 64.2 per cent, including all of the titles cited more than once. Other libraries on campus, mainly the Physics and Chemistry libraries, held an additional 21.8 per cent of these titles. Of the 192 monographic titles cited, 14 per cent were not available at Columbia. Thirteen of these lacking titles were foreign publications, including two foreign dissertations. No check was made to see if this monographic material was available elsewhere in the New York area.

Of the 181 serial titles listed, the Engineering Library held 93, or 51.3 per cent. Other libraries on campus, mostly the various science libraries, held an additional 49, or 27.1 per cent. Of the 181 serial titles cited, 39, or 21.5 per cent, were not available at Columbia. In view of the fact that serials represent a more important source for doctoral study than monographs, the fact that Columbia showed up less well in its support of the serials than of the monographs might be worth a few remarks. At this point, only

one or two possibly causal factors might be mentioned. The book budget for the Engineering Library is weighted roughly about 67 per cent for serials and about 33 per cent for monographs. This is fairly close to, but falls at little below, the corresponding weights for serials and monographs as used by the dissertations studied which, it will be recalled, were 70.9 per cent for serials and 29.1 per cent for monographs. It seems that the primary factor to be considered in this regard is that the Engineering Library, out of its book funds, must support various groups of users. It would be useful to try to find the comparative use of library materials by these various groups, the undergraduates, the graduates, the faculty, and others. Once this information was procured, some method of determining a value judgment among these groups might be worked out and available book funds prorated accordingly.

To return to the analysis of serial material, it is worthwhile noting that Columbia was able to supply all of the serials which were common to more than one dissertation. Some additional aspects of this serial material should be mentioned. Of the 181 serial titles cited, 57.6 per cent were indexed in the *Engineering Index*, and 15.7 per cent were indexed in *Industrial Arts Index*. Of these titles, the *Industrial Arts Index* did not list any title which was not listed in the *Engineering Index*. Of the 39 titles which Columbia did not have, only 7, or 17.6 per cent, were in the *Engineering Index*. This fact might tend to support an hypothesis that the serial material which was not available at Columbia was generally of less importance to the field of engineering itself.

The titles lacking were too diverse to draw any single significant conclusion relating to their absence from Columbia's resources. The major factor they had in common was that 24 of them, or

(Continued on page 504)

Recruiting for Librarianship: One Program

Recruit, *v.t.* . . . 1. To strengthen or supply with new men or troops; to fill up by enlistment; also, to muster; raise. 2. To provide with what is needed to correct or prevent exhaustion, etc.; replenish. . . .

Webster's New Collegiate Dictionary, 1956.

AS THE ABOVE TITLE has been carefully worded to indicate, the following is a description of *one* university library recruitment program. No claim is made of uniqueness, or even of special originality. This is not necessarily *the* program.

It is, however, a program that is both practicable and apparently effective. Because the writer believes that a description of the workings of an actual operating recruitment program—even one as new and modest as is Missouri's—should be of interest and value to others, it is offered for consideration, emulation perhaps, and/or criticism.

BACKGROUND

The recruitment program of the University of Missouri Library was launched officially early in January, 1957. Begun after a series of discussions between Dr. Ralph H. Parker, university librarian, and the writer, it was conceived to be this library's initial and still somewhat tentative contribution toward a solution to that recognized urgent and widespread need for more librarians—librarians of all specialties, in all types and sizes of libraries, in all parts of this country and abroad.

Various recruitment methods were considered during these discussions. Some were rejected. Some were modified

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to meet the demands of practicality. Some were accepted as proposed. The final result was our program as it will be described. Whether it will remain our program is as yet problematical. Time, future developments, criticism, further ideas—these will be among the guiding factors.

PURPOSE

The purpose of the recruitment program of the University of Missouri Library is twofold: (1) primarily, to present a "message of librarianship" to all those who might be deemed desirable and qualified recruits for the profession, in any capacity, anywhere, and (2) secondarily and indirectly, the possible recruiting of future professional staff members for the University of Missouri Library.

It is, then, a program designed to acquaint promising young people of college age with a knowledge, not only of the shortage of qualified personnel within the profession, but of the values, challenges, and inherent rewards (material, intellectual, and spiritual) of a career in librarianship—with the hope that, because of this acquaintance, some at least of these potential recruits will become, sooner or later, actual ones. To that end, no particular library specialty is stressed; no one type of library is emphasized at the expense of other types; no single library school is recommended over all other schools.

SCOPE

This program, yet in its veriest infancy, is contenting itself for the present at least with modest scope. Believing that recruitment (as so many other things) can best be started "at home," its field of operations has been limited

to those university students working as assistants within the library, to clerical and sub-professional personnel on the staff, and to such persons (probably students) who may come to the library requesting information and/or guidance concerning a career in librarianship.

Its scope is limited even further. Student assistants and junior staff members are carefully screened, both by the various immediate supervisors and by the assistant to the librarian. Consideration is given to work-evaluation reports, scholastic averages, and personality factors. However serious the shortage of librarians may be, it is believed that only stable, intelligent, and purposeful individuals should be recruited, and at such the program is directed. Neither the university librarian, nor his assistant have more than limited time to devote to such a program—however worthy, important, and stimulating it may be.

But granting all this—that the campaign is newly started, that its scope is modest, that much more could be done—this program has, through tentative results which can be cited as evidence, already proved to be within its limitations an effective and successful one.

METHODS

Of what does this program consist? What, specifically, are we doing at present? What do we plan to do in the future?

First of all, there has been set up within our graduated pay scale for student assistants a provision for recognizing and rewarding an individual student assistant's undergraduate study of library science. This scale previously had been based solely on class standing and work experience. Now, an additional five cents an hour is paid for each five hours of acceptable and properly certified credit in library science—whether earned in the Department of Library Science, University of Missouri, or at any other col-

lege or university with such a department.

The purposes of this provision are varied and probably apparent: (1) to reward student assistants interested enough in library work to have already studied library science. (Obviously, an informed and interested library assistant is a better assistant; familiar with at least some of the tools and terminology of the profession, he is logically worth more money.) (2) to stimulate, perhaps, additional (even though, at first, possibly only monetary) interest in undergraduate library science, as offered by the University's Department; (3) to nourish, if possible, latent, budding, or even potential interest in librarianship as a career—even though such tentative interest may not result in immediate study; (4) to present, in short, in one simple and relatively cost-free way, evidence of the Library's belief in the importance and value—to it and to the individual—of the study of library science.

The results? It is yet too early to say. At present, only two student assistants (both girls) are benefiting from increased hourly wages as a result of prior study. A few student assistants have enrolled, probably at least in part because of this provision, for such study this semester. So, though there has been to date no evidence of a stampede converging upon the doors of the local Department of Library Science, there is, we feel, some hope. Other student assistants *may* enroll in library science courses because of this provision; some few student assistants may even, in time, decide to become librarians as a result of this introduction to the profession. In any event, it is costing the library little to be optimistic.

But important though it may prove in the long run, the provision described above is at present only a minor and secondary part of our recruitment program; the heart of this program is a talk—a "message for librarianship." This

talk, which takes place in an informal office atmosphere, is presented by the assistant to the librarian to groups of from four to six individuals. This meeting, as such, normally lasts from one and one-half to two hours. The talk itself consumes perhaps an hour; the remaining time is devoted to a question and answer period and/or round-table discussion.

This talk is intended to accomplish one simple thing: to direct, if possible, with dignity and without a "hard sell," the thoughts of these potential library school recruits towards librarianship as a career. To this end, the assistant to the librarian points out, among other things, the widespread and more-than-serious shortage of qualified personnel within the field, and the resultant opportunities this affords to the new librarian; the challenges, some of the problems yet to be solved; the rewards of the profession—material (salaries, security, etc.), intellectual, spiritual. Advice is given on degree requirements and curricula, requisite and/or beneficial preparation (graduate and undergraduate), desirable qualifications and interests. Quotations from prominent librarians, such as Francis St. John and Lawrence Clark Powell among others, are cited. In short, an effort is made to transmit a personal belief that librarianship is an honorable, important, rewarding, satisfying, eminently worthwhile way of life.

That part of the talk completed, the students are told what the University of Missouri Library administrators are prepared, and more than willing to, do if any or all of them should give evidence of even tentative interest in a library career. It is pointed out that there is available for their examination catalogs and other literature from most, if not all, of the accredited library schools; that information concerning scholarships, fellowships and assistantships can be supplied; and that support

in every practicable manner will be given to their efforts to secure such financial aid. It is emphasized that every consideration will be given to any one of them who, upon graduation from library school, should choose university library work and express a desire to return to this library, and that, conceivably, we might go to the extent, perhaps, of guaranteeing future professional staff positions to certain exceptionally promising individuals.

In addition to information and promises, an opportunity for varied library experience as a student assistant is offered. It is explained that library work, excluding administration, falls into two general categories: public service and technical processing. Attention is called to the possibility of transferring, upon their request, student assistants from processing to public service, or vice versa, thus enabling them to obtain a preliminary familiarity with both. They are reminded that since the beginning of the 1957 spring semester, student assistants are paid an extra five cents an hour for each five credit hours of undergraduate library science.

A few words of conclusion, and the talk is ended. At this point, any one who may be bored or definitely not interested in librarianship as a career—so certain that librarianship is not for him that he does not care to remain for the question and answer period that follows—is invited to leave. To date, no one has walked out.

The questions asked during the various periods have been numerous, varied, and intelligent. What specific subjects are studied in library school? How many accredited library schools are there? What is their location? Which are considered to rate the highest? Why are language skills so stressed? What of an additional advanced degree in another subject field? Is that year wasted? And, if not, what benefits and/or monetary re-

wards are likely to stem from such a degree? Can one actually become a professional librarian with one calendar year, or less, of graduate study? These questions, and others, have been asked at almost every meeting.

At the conclusion of the question and answer period, the students are thanked for coming, and appreciation for their courteous and thoughtful reception of the discussion is expressed. They are invited to return individually for further talk, for counsel, or for examination of library literature.

RESULTS

The results? It should be repeated that the program is new and modest in scope. It should also be repeated that this program already has proved to be within its limitations an effective and successful one. That claim is based on these results.

Our two initial talks were presented in January of this year. Eleven young men and women—nine men, two women—were chosen to be the recipients of our message. Eight of these students were university seniors, two were graduate students, one was a second-year law student. All were, at the time, library student assistants. (Two of the men graduated in February; one with an A.B. degree in English, one with an M.A. in history.) All had been judged intelligent, mature, and purposeful. All had been rated as excellent to superior in their library work assignments. Three of the men had expressed a tentative interest in librarianship previously; the eight remaining individuals were unknown quantities, so to speak, in that respect.

Of the eleven with whom the assistant to the librarian talked at that time, six have returned to his office for further discussion. Three of these six individuals were the young men mentioned immediately above. Of these three, one would now be a law librarian, would enroll in

library school after successful completion of his study of law. One is weighing the differences in opportunities and rewards between library school and graduate study in English, and leaning at this time toward the former. The third, now just beginning three years of military service, currently plans to enter library school upon completion of his enlistment in the Navy.

Of the other three who have returned to the assistant's office, one young woman has been accepted for admission this summer to the Department of Library Science, University of Michigan. (A former WAC, Miss S— hopes to return to the Far East, Michigan, because of the oriental studies offered there in conjunction with its program in library science, was her first and obvious choice when she decided upon librarianship as a career.) The second young woman may well enroll in library school after completion of an M.A. degree in English next June. (Miss W—, in her current thinking, would select a school in which a degree can be earned in nine months. Pratt, for this reason and others, is her tentative choice at present.) The young man with the M.A. degree in history has announced the intention of completing library studies, through summer sessions, while teaching high school history throughout the winter months. (Mr. A— has written to both Denver and the University of California. Either, for his purpose, would be an excellent choice.)

In short, eleven persons recruited, six actual or probable recruits—one now enrolled in library school, one definitely decided but not yet enrolled, four in varying stages of decision and/or preparation. And, of these six, three, who, by their own admission, had not previously considered librarianship as a career.

The remaining five of the eleven, the five who have not returned to the office? Who knows? Perhaps a seed has been planted. There is time.

FUTURE PLANS

Our future plans—what of them? More of the same, with continued emphasis on individual or small group talks with selected potential library recruits. Indeed, we have now (March, 1957) just finished a series of talks with some eighteen outstanding junior-year student assistants, plus two other student assistants—one a senior, one a graduate student. These students were thoughtful, attentive to the message. In a gratifying number, at least tentative interest in librarianship was obviously stimulated. Further than that, one cannot say at present. For most of these students, the time of final decision could well be a year away.

In addition, we plan to expand our field of operations in these specific ways:

1. We will extend these small group talks to include, not only the categories mentioned above, but selected student assistants of lower class standing, in some cases, down to and including freshmen. (More than a few of these students, we believed could be channeled into librarianship if properly approached before their career planning has become solidified. Some students are undecided. Others change plans in midstream, often more than once. Check any representative group of librarians for proof. Here, then, is a fertile field for recruitment.)

2. We will suggest the serious consideration of librarianship as a career in the course of our autumn mass orientation meeting for library student assistants, new and hold-over. (We will discuss briefly the shortage of personnel within the field, the challenges and rewards of librarianship, the undergraduate prerequisites—language skills, better-than-average grades, etc.—for admission to library school. We will invite interested students to come to the office for further information and/or counsel.)

3. We will attempt to promote interest in the undergraduate study of library science. (To those considering graduate

library studies, we will point out the benefits of an undergraduate minor: an earlier familiarity with professional terminology, tools, philosophy; the possible reduction, by elimination of the preliminary summer session, of required graduate residence at certain library schools. To others, especially those planning to become elementary or secondary school teachers, we will explain the benefits of an undergraduate major, or even of a minor, in library science. The numerous and distinct advantages of a graduate degree will not be dismissed lightly; they will always be pointed out. But there are some with no plan or desire to pursue fifth-year studies. Toward these, then, we will direct the latter facet of this campaign.)

4. We will display posters and other library recruitment literature within the library, with the hope of stimulating interest in librarianship as a career. (Any student, junior faculty member, or visitor, qualified and expressing interest, will be welcomed. Such individuals will be counseled individually, or perhaps invited to participate in a future small group talk such as that described above.)

We will, in other words, do anything honorable, practicable, and reasonably dignified, to promote librarianship as a career to such individuals as might be both a personal success and an asset to the profession.

SUMMARY

The foregoing, then, has been a description of the recruitment program of the University of Missouri Library. No claim has been or is advanced of uniqueness or even of special originality. Ours is simply one program. But as *one* practicable and operating program, it should be worthy of consideration by other academic librarians. Methods which have proved effective for us, it would seem, could well prove effective for others.

Modest and limited, but practicable—these are the keynotes of our program.

For nothing we have done so far has been expensive; our program has cost, in fact, other than a few cents for postage, only time, effort, and enthusiasm. Nothing that we plan to do in the future will be expensive, impossible, or even difficult to achieve. True, the stimulation of interest in the undergraduate study of library science necessarily presupposes the existence of such a department at that institution; but that is but one small part of the over-all program, and one that can easily be omitted.

In short, there is little here that could not be done by any academic library, and done quite possibly better. That applicability is the justification for this article.

CONCLUSION

The profession needs recruitment programs; it needs recruiters. It needs librarians to "preach the gospel of librarianship"—and it needs them especially in

college and university libraries. In recognition of these needs, our program has been presented for your consideration.

But we here in Missouri have no monopoly on either interest in or ideas about recruiting for librarianship. Other academic libraries may well have similar or better recruitment programs, more deserving than ours of publicity and wide consideration. Perhaps other libraries have been, and are, doing as a matter of course—without fanfare and/or self-advertisement—what we have thought worthy of publicizing. If so, let them step forward. Ideas on a subject as important as this should be shared, should be made available as common property to all. Again, ours is not necessarily *the* program.

We are willing to learn. If present plans materialize, what we have learned in the interval will be summarized in a follow-up article a year or so from now.

ARL's Slavic and East European Project

The chairmen of ARL committees on Slavic and East European affairs have announced the initiation of a study of American library resources and needs in this field. The study, sponsored by ARL, is supervised by its committee on Slavic and East European Studies and conducted in cooperation with the Joint Committee on Slavic Studies of the ACLS and SSRC.

Melville J. Ruggles, vice-president of the Council on Library Resources, Inc., is directing the study. Assisting him is Vaclav Mostecky, professor of library science at Catholic University. They began their work in September and hope to present their findings and recommendations by the summer of 1958. The study will include an evaluation of existing resources, a review of the bibliographical and fiscal problems of procurement, and a survey of pertinent interlibrary aids and services.

ARL and the Joint Committee on Slavic Studies emphasize that this project offers an unusual opportunity to those seeking solutions to the serious problems surrounding the acquisition and handling of materials from Eastern Europe. As most of the data required for this examination are in the possession of librarians and scholars, questionnaires, interviews, and the checking of library holdings against sample lists will be necessary. "The success of the study," states ARL's announcement of it, "will depend to a great extent upon the cooperation of librarians and scholars who will be asked to respond to these inquiries."

Staff Participation in Library Management

The following two papers were presented at the Eastern College Librarians Conference, Columbia University, November 24, 1956. Russell Shank, physical sciences librarian at Columbia University, presided at the meeting and prepared the introduction.

By RUSSELL SHANK

Introductory Comments

OUR TOPIC IS AN EXCITING ONE. I do not think many of us will question the importance of staff participation in management, whether we are for it or against it. If we were to look for the forces which have led to the importance of this subject, I suspect we would find that they rise out of the interaction of the particular types of organizational structures which have developed in American enterprises and the American culture based on the integrity of the human being. It is these two forces that have helped to weld the form of business unionism, that uniquely American style of worker participation in some management functions.

Many managements still feel, of course, that employees have no rights or duties at all concerning any management prerogatives. Still, there has been enough activity in the area of staff participation in management so that we have literally hundreds of techniques for such participation including such items as suggestion systems, junior management boards, work simplification councils, and "bottoms-up management."

When we say "staff participation in management" I wonder if we are aware of who are managers and who are staff. We all know the traditional picture of organization in American enterprises. Generally, we have the pyramid arrangement with a director at the apex, working through a few sub-directors, each of whom works in turn through a few more people and so on down to the base of operators. As we move down through the

organization we usually find its members concerned less and less with policy making and goal formation and more and more with direct action involving a product or service.

Just where in this organization structure does management end and the staff begin? Even if we can determine who is to participate in management, to what degree, in what areas, and how do they participate?

We could gain in our understanding of staff participation in management, I think, by looking at the decision making process in organizations. One description of the decision making mechanism is as follows: (1) Stimuli are received and a problem is recognized; (2) alternatives are sought out and evaluated; (3) one of the alternatives is selected to guide future action; (4) the selected alternative is then implemented, and; (5) some control and evaluation of the resulting action process is established.

Using this mechanism as a diagnostic criterion, we may then analyze staff participation in management asking such questions as: Does staff participation mean that the staff member is to go through the entire decision mechanism? If not, just what part of this mechanism should involve him? Is he expected to be the source of stimuli—or the receptor of stimuli from outside the organization? Is the staff member to identify or recognize alternatives, to evaluate them—or does he act as a source of information to be used by others in such evaluation? Do we expect the staff member actually to choose

the alternatives which guide future action, or is this step left to only a few people near the apex of the organization? Does the staff member participate in decisions involving large "sunk" costs or long-range action, or is he limited to decisions affecting short range activities and committing only a small portion of the organization's resources?

Libraries, with one or two exceptions, are relatively small organizations—and small organizations may call for different techniques for staff participation in management from those we usually find described in business literature. Also, libraries are organizations composed of professional and non-

professional personnel engaged closely together in an educational service. Personnel administration in such organizations might be different from a factory or typical office installation.

The participants come to us with entirely different library work experiences. Mr. E. Hugh Behymer discusses the problems of administration and management in the small college library, where the functions of management and actual operation are frequently embodied in one person. Dr. Keyes Metcalf points out some of the highlights of his career, particularly as they relate to staff participation in management.

By E. HUGH BEHYMER

The Dilemma of the Small Liberal Arts College Library

THE SMALL LIBERAL ARTS COLLEGE is a unique American institution. It functions in a way and for a purpose different from educational institutions of the traditional university pattern. It occupies such a familiar place in the pattern of higher education in the United States that it is accepted but not always understood. The liberal arts college is an educational institution separate and distinct from teacher training colleges, technical schools, vocational schools, and professional schools.

A liberal arts college, in the American sense of the term, is an academic institution for higher learning which has certain requirements for entrance, offers courses leading to the bachelor's degree in the liberal arts and sciences, and trains its students in the art of living. Entrance requirements, except in some isolated instances, are those educational certifications represented by the usual four-year high school course or its equivalent. Both should be, and generally are, broad enough and flexible enough to take care of the individual needs of the various applicants for admission. The training given offers a broad, general educational background, leaving how to make a living

to the technical and professional schools.

The liberal arts college differs from a university, a technical school, or a professional school in its objectives, size, and end product. If it does not differ in every instance in all three, then specifically in at least one. It can be stated that among others the following objectives characterize the liberal arts college: (1) to impart basic knowledge to its matriculates and to develop attitudes and skills which may contribute to effective and personal group living; (2) to establish a foundation for critical thought through investigation, experimentation, and reading; (3) to stimulate an appreciation for the social and cultural contributions of mankind; (4) to develop an appreciation within students for good literature and the fine arts.

These objectives may, of course, be a part of the objectives of a university, but it is suggested that they may conceivably apply specifically to that part of the university known as the "college." These objectives do not include all the objectives of all liberal arts colleges, but they are those most usually accepted.

Throughout the United States there are a great number of academic institutions which call themselves liberal arts colleges. Based exclusively on enrollment they range from about two hundred students to several thousand. After careful consideration, it has been

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arbitrarily decided to call a college small that has approximately five hundred students regularly enrolled, and with forty full-time faculty members. A few more students or faculty members would not necessarily affect the end result and a few less would keep an institution well within the definition.

What is a college library? It is a living, growing collection of books, periodicals, newspapers, and related materials, designed to meet the changing needs of its users for specific information, general information, and recreation. Important factors are the staff, the budget, and the quarters in which the collection is housed, but fundamentally the books and the users constitute the library. It has been arbitrarily decided to call a liberal arts college library small that has approximately 50,000 volumes, three full-time professionally trained assistants, and a budget of \$25,000 per year.

The dictionary defines administration as "the managing or conduct of an office or employment; the performance of executive duties." In simplest terms administration is actually determined or planned action taken in pursuit of conscious purpose. Administration is the science and art of conducting an enterprise with maximum efficiency and minimum cost. Administration properly conducted not only considers ways and means but also weighs values and determines ends to be sought. Administration and management are not the same thing: the function of administration is to determine corporate policy, to coordinate finance, production, and distribution, and to point out the path to be followed; management is the execution of the policy set by the administration. The essence of administration is to plan systematically work within the confines of a predetermined program and then translate these goals and endeavors into positive achievements.

The use of the word "organization" must here have two distinct and separate connotations. The first is the place the library occupies in the college, and secondly it must mean the technical organization of the library itself. Basically, the role of the librarian as an administrator is to see that the library occupies its proper position in the academic organization and that the organization of the

library is so planned and operated as to justify and maintain this position.

In every aspect of human endeavor, since man is continuously faced by problems of decision and choice, elements of administrative needs are continually being expressed. The more complex a situation is, the greater is the need for planned, objective, systematic administrative decisions. Looking at the field of administration from a broad, over-all point of view, the administrator must not be confused by the intricacies of detail, he must neither view techniques and routines subjectively nor substitute them for a carefully planned program. The administrator must be able to delegate authority, know to whom routine work is to be given, and measure the results without being responsible for actually doing the job. He must be able to see the program as individual units of work, and once the projects are completed, he must know that the program has unity and that the work is coordinated. Like any science, the science of administration adopts a critical, scientific, objective attitude.

Library objectives, aims, and administrative policies vary widely among various types and sizes of libraries. Basically, the objectives of all libraries are acquisition of books and related materials; preservation, distribution, and evaluation of these materials; and planning a program to meet the needs of those the library serves. In establishing the administrative program, it is important to know whom the library serves; the amount of money to be spent; and the goals to be achieved.

The aims, objectives, and policies of a small liberal arts college library will depend entirely upon the objectives of the institution it serves. The administration of the library must be coordinated with the aims of the institution. The library must literally be the heart of the college, and the relationship between the library and the college must be clearly understood.

But what are the elements of administration? What do we mean when we talk about an administrative program? How does a librarian discover what is involved in acting as an administrator? In other words, what does an administrator do? Paul Howard, in a master's paper for the Graduate Library

School, University of Chicago, written in 1939, entitled "The Functions of Management," listed as the seven functions of an administrator the following:

1. Directing—the thinking and deciding function, including planning, initiating, and devising.
2. Ordering—formulating and issuing commands.
3. Supervising—seeing whether orders are carried out, and seeing that orders are carried out.
4. Controlling—producing in the workers the willingness and capacity to carry out the orders.
5. Organizing—establishing definite relationships within an institution for the purpose of facilitating management and operation.
6. Evaluating—determining the efficiency and effectiveness of the enterprise.
7. Representing—personifying the enterprise to the owners and public.

Each of these administrative functions must be thoroughly understood and translated into positive action if a librarian is to be a successful administrator and if the library is to have a successful program. More and more emphasis is being placed on this phase of library work by the professional library school. There is a difference between a trained librarian who appreciates and understands routine operations as a proper and accurate means toward some well-defined goal, and the single-minded technician to whom each routine job is an end in itself. Acquisition is not enough; preservation is not enough; planning and evaluating are not enough. The successful coordination of all of these to make the library operate properly within the framework of the institution it serves and to be a proper factor in the educational program should be the *raison d'être* of every librarian of every small liberal arts college library.

Library administration is not some nebulous thing in the outer regions. It can be reduced to practical measures. Reduced to simple statements, a college library program ought to include the following:

1. Cooperate with the administration, faculty, and student body in making the college a better academic institution.
2. Know of the objectives of the college

and of each academic department.

3. Understand and be familiar with each course offered by each department and the teaching methods employed.
4. Make the library the laboratory of the whole college by coordinating materials.
5. Make the library the center of the arts program.
6. Assist in the selection of books and periodicals and maintain a carefully planned program of inclusion and exclusion.
7. Promote interest in reading.
8. Furnish guidance in the use of the library.
9. Install and maintain modern library techniques of acquisition, technical processing, and distribution.
10. Instruct professional and clerical assistants in the methods of operation which are to be followed.

The administrative program in each small liberal arts college library must of necessity vary in detail. It varies because of the institutional limitations and library facilities. Therefore, it becomes the responsibility of the librarian to set up a program which can be successfully undertaken. He cannot, however, carry out a program alone. He must have the aid of an interested and industrious group of co-workers. He must use practical means to accomplish given goals. Goals and programs look wonderful on paper, but the successful library administrator is the one who translates goals and programs into achievements.

In the small liberal arts college library the same kind of work is done (admittedly the quantity varies) as is done in the largest university library: policy making, book selection, cataloging, classification, reference, circulation, serials, binding, etc. The internal organization of the library becomes a serious problem when the administrator tries to get all the work done with a staff of three. In the largest libraries, each operation is in the hands of a specialist. As libraries get smaller, each member of the staff must be in charge of a number of operations, but the quality of the work must remain satisfactory. The administrator in planning the program must see each phase of the work objectively and as a means to an end but he must plan how it is to be done subjectively. The general division of work will follow traditional

patterns, but the librarian must try to plan the work so that the staff member best qualified to do the work is given that work to do, and he must insofar as possible try to see that like kinds of work stay together. He must see that there is no overlapping of work assignments.

Now, because there are no sets of graphs, charts, questionnaires, or master's papers stating categorically that no group has had a harder time of it, served with less pay and fewer rewards, and been subjected to as many discriminations as librarians in the small liberal arts colleges, it must remain an assumption. Working in cramped quarters with poor ventilation, unsatisfactory lights, inadequate heating, while the field houses, football fields, and chemistry laboratories are modernized; overworked with a fourteen-hour week day and open on Sundays; criticism from faculty members (who teach fifteen hours a week) because the building is closed on holidays; serving the college through twelve months for less pay than faculty members get for nine months; working through summer school for no additional pay while the faculty gets a fourth more; working through vacations because of unfinished work which accumulates during the term; seeing departments get secretaries at more pay than the trained cataloger while the librarian does his own typing; seeing a new football coach given a full professorship while the library staff with as good if not better educational qualifications remain as assistants and instructors with no status—these are but some of the more obvious difficulties.

Because of these, and other conditions, librarians with real creative ability go into other branches of the profession. A college librarian who does an outstanding job is often taken by the large universities at a salary which simply cannot be refused, and given a position with some dignity and tradition. Those of us who are left do not always have all the qualities needed to be good administrators, but even if we had, it would still be an uphill fight against serious odds. By and large there are two groups really at fault. The first is the professional library school. They have failed on several counts. The first is to establish prerequisites for pre-professional courses offered at the under-

graduate level. Secondly they have been too concerned with high academic qualifications and too little concerned with administrative abilities. Over the years these schools have trained a group of students who could memorize or do their assignments but who lacked administrative and creative abilities. If the library school had been as interested in personality, creative ability, administrative judgment, executive capacity, and individual initiative as they were in "A's," librarians might not now be in the low end themselves. In library school there is income bracket in which they unhappily still too much emphasis on busy work. Recruiting for librarianship is, unfortunately, done at the wrong time and frequently in the wrong place. Until there is a reasonably sensible approach developed, there will still be problems.

The second group has been the college administration itself. College salaries are too low; working conditions are too poor; and, in general, treatment is too shabby to get and keep first-class librarians even if they were easily available which, of course, they are not.

At present, the small liberal arts college libraries throughout the United States are staffed with two or three professionally trained librarians. College administrators have only just begun to realize the important part which the library can and should play in higher education, and they have also just begun to discover that the library cannot be administered by just any one. The notion that the position of librarian is best filled by a person who is keen on old books, who just loves to read, or who is a poor teacher of English literature or a retired professor of education, is slowly changing. The modern small liberal arts college library presents a scene of tremendous activity. It is a business which purchases, employs, serves, educates, and influences. The modern college librarian is a business agent with a commodity to sell for which there is an excellent market. Books, periodicals, newspapers, and all kinds of audio-visual materials must be available to the students and faculty upon demand, and if the demand is not sufficient, the librarian must be prepared to create the demand. To carry on such an operation in our complex academic

society requires an efficient organization, capable personnel, and administrative judgment. Such problems as finance, hours, selection of employees (mostly student help), work to be done, and clientele to be served often present serious stumbling blocks. Plagued by a multitude of duties and hampered by inefficient conventions and techniques, the librarian must realize that he cannot be bothered too much with routines but must take an objective viewpoint and coordinate all the activities into a unified whole. He must consider every operation to be performed, who is to do it, when it is to be done, and the best way of doing it.

The average small liberal arts college library is in operation about thirty-six weeks a year, about sixty hours a week, maintains a staff of three full-time professional librarians, employs about twenty student assistants, serves a student body of approximately five hundred, and must answer to the college administration, student body, faculty, library associations, accrediting associations, and state and government investigators. Furthermore, all this must be accomplished on an appropriation which allows for anything but extravagance.

This, then, is the dilemma which faces the small liberal arts college library. There are certain technical operations within the library which must be performed completely accurately. Book selection, order routines, cataloging and classification, card filing, circulation, and general library statistics must be properly done. The work cannot be shabby, the routines cannot be shoddy. The administrative judgments must be sound and the policy of the library sure.

But how? Prospective employees sent out by our professional schools who have had no experience and not very good training generally prove not only difficult but sometimes literally impossible. Salaries in all positions are too low to attract and to keep the best possible persons on the staff. As a matter of fact, most salaries are so low that one hesitates to ask that one's staff members do the best possible job that they can do. A cataloger who handles five thousand books a year is doing a full-time job without assisting in the administrative program which the librarian is directing. A public service assistant who takes charge of all public serv-

ices cannot do much more. It leaves the whole program in the hands of the librarian who must, I fear, be all things to all people. We have, actually, only one answer and that is in the recruiting of first-class student assistants. These students properly trained, given two or three properly planned undergraduate pre-professional courses, can ease the burden, supply enthusiasm, and in many instances become sufficiently interested in librarianship as a career to stay in the profession.

The main burden must fall on the librarian. Through experience, I have found that there must be regular meetings held. I tried insofar as possible when I was librarian at Bethany College to talk with the cataloger (who was most of the time the only other professional in the library) about library problems, trials, and tribulations. There were, in addition, always three students who carried the title of "library assistant" and who met with the assistant librarian and me to talk over the program, to ask questions, and to give suggestions and advice. From time to time, the entire staff was called together and the whole program and its various parts was discussed with the whole staff. Out of this came many valuable and important suggestions which contributed to the total program.

At present I find myself in the peculiar and laugh-provoking position of calling a staff meeting at which I am present, sitting at the desk and asking questions, and then running across the room to sit in another chair and answer my own questions. I find myself giving me advice—and, conversely, me criticizing myself.

Once upon a time when the world was very young and no one in this broad land of ours was safe from buffalo, a college librarian's lot was a happy one. Tales of my predecessors at Bethany College used to warm the cockles of me poor old heart. One in particular always fascinated me. I shall refer to her as Mrs. W. because in the first place I cannot remember her name but I have dredged up from somewhere the feeling that her name did begin with a W. Anyhow, Mrs. W. dozed quietly day in and day out in her rocking chair beside a pot-bellied stove—waking only to complain when some woe-begone student with nothing else to do

let in a blast of cold, mountain air. There were no records to keep, no students to serve, the library opened late and closed early, and all was serene along the banks of the Old Buffalo. I suspect that stories of this kind could be told world without end about every little college library across this land of ours.

Then something happened. Libraries have come alive, and the whole idea of libraries and librarianship has undergone a tremendous change. The library, once the storehouse, has turned into the laboratory of the whole college. The librarian now becomes ex-officio a member of the faculty of each department, and he must of necessity teach, instruct, and lead in the arts and sciences. Every phase of library activity has increased a hundredfold. And herein we find our dilemma. Librarians who are neither

trained nor prepared to carry on these activities are suddenly finding themselves in the midst of this boiling cauldron, having to spread themselves thin to meet demands for their time, efforts, and abilities. Much trouble comes from the fact that we do not have enough time to do all the things which are demanded of us. There are not enough staff hours. By trying to do all the things which are asked of us, we find, unfortunately, that much of our effort is in vain because we are trying to do too much, carry on too many activities, and operate in areas for which we are not properly prepared.

Most assuredly something needs to be done. After thirty years in active library work (most of it spent in a small liberal arts college atmosphere) and in three library schools, I do not know the answer. Do you?

By KEYES D. METCALF

Staff Participation in Library Management in a Large Research Library

THE THINGS THAT I SHALL HAVE TO SAY will not be very profound; they may all seem obvious and routine, and the clichés will be plentiful, I fear. They will not, at least, be quoted from other authors. For better or worse, I have carefully avoided trying to bone up on the literature of the subject. Instead, I shall speak only from first-hand knowledge accumulated during more than fifty years of experience in library work.

Let me start by saying that I believe unhesitatingly and heartily in staff participation in library management in large research libraries—in all libraries, for that matter. Staff participation, like other good things, can be misused; my belief in it does not mean that I approve when it is made an excuse for laziness of the chief librarian, or when he tries, by means of it, to escape the

responsibility that he ought to accept as his.

In order to explain why I believe in staff participation, I am going to consider four major topics: (1) the effect of staff participation on staff members, (2) its effect on the chief librarian, (3) its effect on the library, and, (4) its effect on the library profession.

The first of these topics—the effect of staff participation on staff members—particularly appeals to me because I have always been interested in training young people for library work. I have always wished that I had the ability to teach and that I could have done more to train the young men and women who are to become leaders in the next generation. It is pleasant now, in my latter days, to have an opportunity at Rutgers to try my hand at it.

My interest in the subject goes back to the time, fifty-one years ago last summer, when I made up my mind to become a librarian. I was then spending a summer vacation from high school working as a hired man on an Ohio farm. I knew that I had a lot to learn about libraries, and wondered how to go

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about learning. The next month—September, 1905—I was fortunate enough to get a job in a library, and I have stayed with library work ever since. I was very fortunate indeed in 1905 because that first job of mine was under Azariah Smith Root, who, I still believe, was the greatest of American college—as distinct from university—librarians.

Azariah Root had a deep interest in library training. Not long after I began work for him, he became chairman of the American Library Association committee that was the forerunner of the Board of Education for Librarianship, and he later served as director of the Library School at the New York Public Library. I do not know whether or not he had given any thought, at the time I started work in the Oberlin College Library, to the subject of staff participation in library management, but I do know that, within four months, he permitted and, indeed, encouraged a high-school junior to participate in the administration of the library. He was not lazy, and he was certainly not trying to dodge responsibility; but he arranged for me, under close supervision, of course, to gather a group of boys of my own age and to direct them in the task of sewing, with shoestrings, great quantities of periodicals and newspapers into manila rope bundles.

This was during the Christmas holidays of 1905. I was sure already that I wanted to make a career of library work, but I suppose I might have had at least occasional doubts about the wisdom of my choice if it had not been for this early opportunity to take the lead in accomplishing something in a library that seemed to be interesting and worth while. At the time, I should add, I had no desire to become a library administrator.

This is not an autobiography, and I shall not tell in detail of the opportunities that Azariah Root gave me to participate in library administration during the years that I followed at Oberlin. It may be worth pointing out, however, that my first exposure to the problems of library architecture came while I was still in high school in 1906. Azariah Root was then at work on plans for the building that, when it opened in 1908, was the best college library building in the country. He saw to it that I became interested in building planning, and I never lost

that interest, though it was not until twenty years later that I had another opportunity to work on a plan.

When the Oberlin library moved into its new building, I had a good deal to do with planning the move and carrying it out. The excitement I experienced at that time in making the wheels go around in a library is responsible, I suppose, for the fact that I headed toward the hard life of the library administrator instead of down one of the paths that permit a librarian to spend his time in closer contact with the books that attracted him to the profession. The administrator, unfortunately, finds himself dealing less with books themselves than with administrative machinery for handling books.

One more word about Oberlin may be added. In 1912, when Professor Root was preparing to take a sabbatical leave, he found no one on his staff who was ready to accept responsibility for administering the library during his absence. Though I was then only in the midst of my training at library school, he decided that my six years of experience under him as a page had given me administrative experience enough to manage the library for eight months, and I took over the task.

These are only personal reminiscences of forty-five to fifty years ago, but I think they are relevant. Indeed, if it were not for these experiences and the good I think they did me, I should not have been ready to accept this assignment and hope that I should have something to contribute.

It is my opinion, based on experience rather than theory, that staff participation, particularly if it involves taking responsibility, ought to begin very early in a library career. It is the best training for administration that has yet been developed. Library schools have been trying to teach administration for many years, but I fear they have been unsuccessful on the whole because the instruction has been too theoretical in nature. I believe that some of the graduate schools in other fields, such as the Harvard Graduate School of Business Administration, are learning how to teach administration, and, thanks in part to their example, our library schools are now moving in the right direction.

It seems preferable to give administrative

training to students who have had some practical library experience—administrative experience in libraries, if possible. The advanced seminar in library administration that I had the good fortune to conduct at Rutgers last spring could not possibly have worked out as well as it did unless the participants had all come to it with a background of experience in library administration.

My opinions on this subject can be supported by examination of the early careers of successful chief librarians in research libraries. I shall not attempt here to recite a series of short biographies, but I suggest that you check on the background of a few such men. I think you will find that nearly all of them are librarians who had a chance to participate in administration while they were junior members of a library staff. Moreover, if you investigate successful library administrators who are not trained librarians, I think you will find that most of them had good administrative experience before they came to their present positions.

Further, I believe you will find that a remarkably large percentage of the country's leading librarians obtained their administrative experience in a relatively small number of libraries, and that these are libraries with a librarian who, in addition to skill of his own in administration, had an interest in building up a staff on which there were able administrators. The way to do this is to give members of the staff an opportunity to take part in administration.

A census of successful library administrators would enumerate many who worked with Edwin Hatfield Anderson and Harry Miller Lydenberg at the New York Public Library, and many more who worked with William Warner Bishop at the University of Michigan. It would reveal a much smaller number who came during the same period from the staff of the Library of Congress, though this staff was much larger than the staff at Michigan or the New York Public Library. This certainly does not mean that Herbert Putnam was not a great librarian. But Anderson, Lydenberg, and Bishop believed in staff participation in library management, and were successful in encouraging it. Putnam, whatever his convictions, did not accomplish nearly as much in this field.

For further evidence based on my own experience, I should like to turn back, this time, to the year 1914. I had then completed library school, served for eight months as the responsible administrator of the Oberlin College Library, and had the benefit of participation in administration for several years. I was in charge of the main book stack in the New York Public Library, with a large staff made up of high-school boys who were there because a job was available, not because they had any idea of becoming librarians. The New York Public Library did not have a shelf list in those days, and it was decided that one must be created. As you can imagine, making a shelf list for a library of that size promised to be a considerable task. It was assigned to me by Mr. Anderson and Mr. Lydenberg because I was then directly in charge of a large percentage of the library's collections.

They realized that a good deal of time had to be devoted to the relatively routine work of keeping the stack going, and that I ought to have someone under me in direct charge of the new shelf-list job. One day when I was talking with Mr. Lydenberg about selection of a person for this assignment, he smiled and said he did not care what the person did—if he or she wanted to go down to the basement, lean back in a chair, and use the furnace door for a footrest, that would be all right as long as it produced results. I was a very serious young man at the time, and found it hard to understand an attitude toward library administration that seemed entirely new to me. But it made a lasting impression, and I came to realize that successful administration is not necessarily a simple matter of hard work by the administrator himself; other things may be involved. By talking over an administrative problem with me, Harry Lydenberg had taught me something and had greatly stimulated my interest in library administration. As one result, a considerably larger proportion of my time was spent, thereafter, in talking over administrative problems with other members of the staff of my own age and rank. In this, you may be sure, we were all encouraged by those to whom we reported.

At about this same time I was appointed to a committee to deal with policy problems

in the field of the library's cataloging. This group was not asked to make final decisions; it was expected to study the subject and report to Mr. Anderson and Mr. Lydenberg. The assignment was interesting and instructive. I am convinced that committees of this kind are one of the most desirable means of ensuring staff participation in library administration. The results are beneficial, both to the chief librarian and to members of the staff at all levels.

To summarize what has been said of the effect on staff members of participation in library management, it is highly desirable because it is the best method yet discovered for interesting capable young librarians in administration and training them for it.

It seems to me that such participation has an equally desirable effect on the chief librarians. One of the great dangers of administrative work in a library is its tendency to separate the librarian from those who are working with him. Responsibility belongs to the man at the top, and he must accept it. This responsibility cannot really be shared with members of the staff, and cannot fail to isolate the chief librarian in some measure, but he is lost unless close contact and ready communication with the staff can be maintained.

I recall a conversation of twenty years ago with one of our best-known librarians. He said, "I'm too busy because my library is a little too large for one man to administer, but not large enough to be a two-man job. I can't afford to hire a first-class assistant because there isn't enough work for two administrators."

This man had isolated himself from his staff; he was not administering his library satisfactorily, and I happen to know that it was a great relief to all concerned when he retired. His successor, one of our best university librarians, has found that administering that library is not just a one-man or man-and-a-half job; it is a four-man job, and there are now at least four first-rate administrators on the staff. One result of this is that the library's reputation has improved almost unbelievably during the past twenty years.

Staff members may play a major role in intralibrary communication—an especially important aspect of administration. By their participation in *ad hoc* committees, staff

discussion groups, and special luncheons, and by their work on staff information bulletins and in library association business, they give material aid to the librarian in the accomplishment of his task, and the benefits are felt throughout the library in various direct and indirect ways, including some of which the librarian may be totally unaware.

Staff participation in the management of a large library benefits the head librarian by keeping him in touch with his staff, and by helping to make his decisions and policies effective; it also has a tutorial result. It is a means of developing lieutenants who can administer departments or divisions of the library. Just one example may illustrate this process. Edward Freehafer was given training at the New York Public Library reference desk and in other sections of the library; he was then taken into the office of the director as general assistant and given five years of assisting management. This was the foundation that, followed by other assignments and further participation in the administrative process, prepared this able man to direct the entire system.

To continue the account of my own experience, I remained at New York Public until I was forty-eight. Except for two years as acting librarian at Oberlin, I had never had an independent library position, yet I suppose I had had as much library administrative experience as anyone of my age, because those for whom I worked had been men who realized the importance of staff participation in management. I then became librarian of Harvard College and director of the Harvard University Library, a position for which I should have been completely unprepared if it had not been for these years of participation in management.

I have spoken of the chief librarian's need to maintain close contact and ready communication with the staff; one major reason for regarding this as highly important is that he will learn from his staff if he will listen. Several minds ought to be better than one; the stimulation that comes from exploration of new ideas and possibilities is pleasurable as well as useful. There is a tendency for the chief administrator to get into a rut. This is one of the greatest dangers he runs, and nothing is more likely to shake him out of it than new ideas, including both

those that will come to him from members of his staff and those that he will develop for himself as a result of intellectual contact with others. Heavy responsibilities tend to make a man conservative, and stimulation should always be welcomed.

A related point may be suggested here. Many capable young men and women who enter library work and have a leaning toward administration are inclined to accept a head librarianship in a small institution where there may be no assistants on the staff of a calibre to provide intellectual stimulation. The temptation may be particularly strong because such a position is likely to offer a higher salary than could otherwise be obtained immediately after completion of library school. But the unfortunate result, in some cases, is that the young librarian rapidly gets into a rut and never gets out of it. I was fortunate because the first World War prevented me from settling down in a small college library where I should not have had the stimulation that came from working with a considerable number of young librarians of my own age. Work in a small library of my own would have meant missing a great deal.

To return to the needs of the chief administrator—it is of the greatest value to him to have others working closely with him on library problems, particularly when these are not merely "yes" men. No matter how much natural administrative ability a chief librarian may have, and no matter how good his judgment, he will be at a disadvantage if he cannot consult with members of his staff who can propose alternative methods and plans. By consultation, of course, I mean full discussion—not the practice that has been described as calling for a vote by saying, "All opposed say 'I resign.'"

I have freely made use of suggestions by librarians who worked for me and with me, and I am well aware that this contributed immeasurably to whatever success I had as an administrator. I had good library school training, but Azariah Root, Edwin Hatfield Anderson, and Harry Miller Lydenberg taught me more than the school did because they encouraged me to take part in the administration of their libraries. I hope that I contributed something to them in return; I know, at least, that I am indebted more than I can say, for ideas, stimulation, and

help, to associates at the New York Public Library—to Frank Waite, Charles McCombs, Paul North Rice, Rollin Sawyer, Mary Kitzinger, Minnie Sears, Robert Henderson, and others of my own generation; and to Quincy Mumford, Edward Frechafer, Wyllis Wright, Charles Gosnell, Robert Downs, and Andrew Osborn, to mention only a few from the next generation.

I should like to add that the process continued after I went to Harvard, where I was similarly indebted to Andrew Osborn, Fred Kilgour, Reuben Peiss, Phil McNiff, Ed Williams, Elmer Grieder, Hugh Montgomery, Sue Haskins, Doug Bryant, Bill Jackson, Bill Cottrell, Dave Weber, and many others. There are more names that could be added to the list, both at the New York Public Library and at Harvard, and I hope I shall be forgiven by those who have been omitted here.

The good effects of staff participation in management on those who participate and on the chief librarians who encourage them to do so have been considered; but libraries may not be run entirely for the benefit of those who work in them, and one would hesitate to recommend the practice if it had harmful effects on the library itself. Can we, to paraphrase a pronouncement attributed to the Secretary of Defense, assert that what is good for the librarian is good for his library? I think it is, provided, as I have indicated already, that the chief librarian does not try to escape responsibility in the process. He must not blame his staff if it gives him bad advice and he takes it; he must not blame them when things go wrong, and take the credit when they go well. But it seems evident to me that anything that makes the chief administrator a better librarian should benefit his library also.

As an example from my own experience, I can cite the Lamont undergraduate library at Harvard, which is generally regarded, I believe, as a successful innovation and a well-planned building. I am perfectly ready to claim some credit for the original idea; but, in developing the plans I had the help and advice of Phil McNiff and Andrew Osborn and Ed Williams and Frank Jones, to name only a few of the chief assistants, and, if I had not had this help and advice, Lamont might well have remained a good idea that never achieved satisfactory material form.

Clarence Francis of General Foods is quoted as saying, "Younger executives come to me with what they think are new ideas. Out of my experience I could tell them why their ideas will not succeed. Instead of talking them out of their ideas, I have suggested that they be tried out in test areas in order to minimize losses. The joke of it is that half the time these youthful ideas, which I might have nipped in the bud, turn out either to be successful or to lead to other ideas that are successful." Libraries, like great corporations, ought to welcome youthful ideas.

If this is enough to show that institutions as well as individuals benefit from staff participation in management, one more point remains to be considered. What about the profession? The answer may seem self-evident, if you agree with me thus far, but a few words about how the profession benefits may be desirable.

I have already confessed my doubts regarding the effectiveness of the administrative training that our library schools have been able to give. I am convinced that, at best, their training needs to be supplemented by practical training on the job. Good administrators are surely good for the profession, and staff participation is an indispensable method of producing them.

Another point involves recruiting. Perhaps the greatest failure of librarianship today is the fact that it is failing to attract a sufficient number of really capable men and women; some of us would be glad to have them come into the profession with or without library-school training if they were of high enough quality. This failure is the more discouraging because our academic libraries are integral parts of our colleges and universities, and—if propinquity means anything, as it does in so many areas of life—it would seem that no other profession except college teaching would have as good an opportunity as we have to recruit undergraduates. Some of us blame our failure on low salaries, but I cannot think that this is the only factor or even the most important one.

We are to be blamed most of all, I think, for permitting most of our college students to go through their four years—years during which they are deciding what profession to enter—without ever encountering a

librarian whose duties, opportunities, and responsibilities go beyond handing a reserved book over a desk. (This, by the way, is the strongest argument I know against separate undergraduate libraries, which tend to make it even more likely than it would otherwise be that students will come into contact with only routine library work.)

If the situation is to be improved, much of the job will have to be done by those professional assistants who come in contact with undergraduates most frequently. If these assistants have an opportunity to deal with library administrative problems through consultation and discussion with their superiors, through committee assignments, discussion groups, or in other ways, many of them may develop an interest in library administration and an enthusiasm that will be communicated to the students with whom they deal. We need to attract only a relatively small number of well qualified recruits to meet the profession's needs. If we could succeed only in attracting to librarianship a larger percentage of those who work for us as student assistants, it would help significantly.

As one final point—though this, too, might be taken for granted—it can be argued that, if libraries operate more successfully because of staff participation in management, this in itself is good for the profession. What is good for libraries is good for the profession of librarianship.

As you were warned at the outset, this has been pretty obvious and routine—so much so that it might be described simply as common sense. But common sense ought not to be despised by the administrator, for it is the most important element in successful administration. I remember that, at the dedication of this library, John Buchan said, "A sense of humor consists chiefly of a sense of proportion." So does common sense, if I am not mistaken. A library administrator needs, above all else, a sense of proportion. It is my contention that the best way to develop such a sense is long practical experience by participation in administration, and that the best insurance against loss of that sense of proportion is continued intellectual give-and-take between the chief administrator and members of his staff.

Special Collections in the College Library

THIS IS A "case history" report¹ on six special collections at Swarthmore, as samples of activities that illustrate modest ventures in which college librarians may share as bookmen. These collections fall into three categories or degrees of relevance to our major responsibility: (1) those which are integral in the fabric of the college's history and philosophy; (2) those tied by some associative thread to college interests, and providing materials beyond the strict demands of curricular necessity; and (3) those which have come to the college fortuitously and by external chance. The two collections in the first category are an essential obligation upon us; two in the second group provide a highly desirable extension and enlargement of resources related to the intellectual aims and instructional purpose of the college; about the remaining two in the third group I have my dubieties.

FRIENDS HISTORICAL LIBRARY

The Friends Historical Library—our basic, oldest, and largest special collection—had its inception in the religious affiliation of the college's founders. The Quakers, with their fundamental and continuing concern about peace, have paradoxically produced or provoked during three centuries a stormily controversial and voluminous literature. Our state's patron, William Penn, who attached himself to the Society of Friends

in 1667 when he was twenty-three, was committed to the Tower of London for his unorthodoxy when he was twenty-four; and, at the age of twenty-five in the Tower, wrote his learned and eloquent dissertation on the Christian duty of self-sacrifice, *No Cross No Crown*. This was by no means the first Quaker book. George Fox, founder of the Society, had begun his preaching and writing two decades earlier. Almost ninety years ago Joseph Smith (not the Mormon dignitary) produced a two-volume bibliography of writings by and about Friends and in the span of about the next quarter-century also published a 364-page supplement and a 474-page *Bibliotheca Anti-Quakeriana*.

In this country, as the nineteenth century started into its second quarter, the Society of Friends indulged in an un-Quakerly quarrel that resulted in a denominational split. Elias Hicks, perhaps best identified to non-Quakers as a cousin of the primitive artist who painted *The Peaceable Kingdom*, led the schism from which came the sect known as the Hicksite Friends. The Quaker eastern colleges for men and women, founded respectively in 1833 and 1885 by the Orthodox Friends, are Haverford and Bryn Mawr; Swarthmore is the co-educational college started by the Hicksite Friends in 1864. The two not-quite-warring but not-quite-amicable branches of the Society have recently reunited. Quakerdom has emerged a peaceable democracy.

The Philadelphia area has a rich concentration of material by and about Friends and their activities—their ef-

¹ Paper presented at Eastern College Librarians Conference, November 26, 1956, Columbia University, New York.

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forts toward peace, toward bettering race relations, toward improving prison conditions, and other Quaker concerns. Stemming from the one root in England, but pursuing the divergent branches developed in America, two small colleges (Haverford and Swarthmore) each under the outstandingly competent guidance of historian-librarians have amassed special collections including books, pamphlets, journals, manuscripts, letters, archival records of meetings and associations, microfilms, clippings, photographs, genealogical records, and special indexes that together (or only eight miles apart) probably equal or perhaps excel any other Quaker collection in the world. The Friends Historical Library, a separate entity at Swarthmore, contains about twenty thousand books and pamphlets; manuscript boxes occupying more than 150 linear feet of shelving; and receives currently about 130 Quaker periodicals. Haverford's Quaker collection is about the same size.

From this treasure-house it is (adopting, I fear, a highly inappropriate analogy) as difficult to select a top ten items deserving citation as it may well be to choose from the total bevy of beauties the ten finalists in Atlantic City's annual Miss America contest. Here is a selection of diverse Quaker entries, attractive through age, rarity, or utility: (1) with occasional cuts in the luxuriously flowing language of its seventeenth century title-page, the 1694 first edition of *The Journal or Historical Account of the Life, Travels, Sufferings, Christian Experiences and Labour of Love in the Work of the Ministry, of that Ancient, Eminent and Faithful Servant of Jesus Christ, George Fox*; (2) three holograph versions of John Woolman's 1774 *Journal*; (3) photographs of some 650 meeting houses; (4) the 1669 first edition of Penn's *No Cross No Crown*; (5) Jane Addams's personal correspondence dealing with her activities in peace move-

ments, books from her personal library, and the gold medal given her with the Nobel peace award in 1931; (6) more than four hundred autograph letters of Lucretia Mott, antislavery and women's rights leader; (7) over a thousand record books (dating back to 1665) of Friends Meetings; (8) 210 card index drawers of the Hinshaw genealogical analysis of Quaker meeting records; (9) more than four hundred letters of Elias Hicks; and (10) a collection of Whittier first editions and manuscripts.

SWARTHMOREANA

For every college an institutional particularization which exemplifies the collections in our first category is its assemblage of "ana"—Amherstiana, Bowdoiniana, Columbianiana and on through the alphabet. No other place in the world should be able to supply as completely and conveniently as its own college library the materials (both the major items and the minutiae) published by and about an institution and by and about its past and present personnel. Complete files of catalogs, annual reports and other official publications; class yearbooks, the college newspaper, and the literary magazines; books and articles by the faculty and alumni—these are the staple items in such collections. The collections are, however, capable—and probably deserving—of great expansion in their inclusions. A sample half-dozen additional preservations in the "ana" holdings might include: (1) the correspondence of presidents, distinguished professors, and perhaps even more distinguished alumni; (2) records from the offices of the registrar and the deans—perhaps reduced to microfilm; (3) programs of public events at the college; (4) financial and business accounts and records; (5) tape recordings of student plays and concepts, and (6) files of examination questions.

For arranging Swarthmoreana we

have adapted and itemized a few numbers in the Library of Congress classification. Books by alumni, for example, are chronologically arranged by the author's year of graduation. For many new publications we try first, through personal solicitation, to obtain an inscribed gift copy. Intimations of additions come from various sources: faculty members who report a book or an article by a former student, a note from our alumni office, an unheralded gift from the author. Those of us who check bibliographies or catalogs have developed an uncanny (or canny) knack in spotting Swarthmore names. We set aside in the annual budget a modest amount for purchasing books in this field.

The collection occupies over two hundred linear feet of shelving. A detailed account of our holdings would be dull to non-Swarthmoreans; but for any college librarian there would be a pleasure equivalent to mine in receiving from his Jim Michener the gift of forty volumes of his seven books in ten languages; or in finding on his desk a gratefully inscribed copy from a former student assistant who has rocketed to the top in the new field of automation; or in receiving from a stranger a letter written on Atlanta hotel stationery and enclosing what he had found in a volume just purchased at a second-hand bookstore—an 1888 letter which a Swarthmore freshman boy had written home reporting (what in 1956 seem the extremely mild and innocuous) pleasures of college life, and asking for more money and another cake.

BRITISH AMERICANA

By acquired association it became appropriate for us to establish and maintain the special collection which is our second category's first example. During the incumbencies of two college presidents, Swarthmore has been the home of this country's office of the Rhodes

Trust. The Anglo-American ties are strong.

Eighteen years ago we began to collect and segregate the accounts of travels in the United States that were written by English visitors here. This is our British Americana collection.

Here, too, we have adapted to the unusual circumstances a small section of the classification scheme. Usual classification is abandoned: the books are arranged in chronological order by date of the visit described; and on contiguous shelves will be found observations on such diverse matters as slavery, wild life, theatrical affairs, geology, sports, agriculture, Indians, religious life, military activities, and politics. Included as supplementary parts of the collection are a few bibliographies, novels based on their authors' travels here, biographies of the authors, and accounts of travels that cannot be precisely dated.

These editions of 1,174 titles are a fascinating array of books. The foundation volume is Thomas Harriot's *A Briefe and True Report of the New Found Land of Virginia*. We can never aspire to a first edition (there are, I think, only five perfect copies known to exist) but we have three reprint editions. From this 1585 account the procession of travellers' tales extends to four new titles published this fall. We try to keep the collection up to date; and from the older titles we have acquired nearly all that we know to be appropriate except those that are rare and costly collectors' items; books which it seems improbable that we can ever afford. Fortunately we have a few of even these.

In tone the books range from the highly vituperative to the equally gracious. Here is, for example, Mrs. Frances Trollope's account in *The Domestic Manners of the Americans* of being a guest at a dinner party in the late 1820's.

"... whatever may be the talents of the persons who meet together in society, the

very shape, form, and arrangement of the meeting is sufficient to paralyze conversation. The women invariably herd together at one part of the room, and the men at the other. . . . The gentlemen spit, talk of elections and the price of produce, and spit again. The ladies look at each other's dresses till they know every pin by heart; talk of Parson Somebody's last sermon on the day of judgment, on Dr. Totherbody's new pills for dyspepsia, till the 'tea' is announced, when they all console themselves together for whatever they may have suffered in keeping awake, by taking more tea, coffee, hot cake and custard, hot cake, johnny cake, waffle cake, and dodger cake, pickled peaches, and preserved cucumbers, ham, turkey, hung beef, apple sauce, and pickled oysters than ever were prepared in any other country of the known world. After this massive meal is over they return to the drawing room, and it always appeared to me that they remained together as long as they could bear it, and then they rise *en masse*, cloak, bonnet, shawl, and exit."

An agreeable contrast is found in these sentences written a century or so later which tell about a British visitor's stay at Swarthmore (Walter Wilkinson. *Puppets Through America*. Bles, 1938).

"We drew up within the precincts of the college, walked under a deep arch and found ourselves in a delightful green quadrangle surrounded by greystone Cotswold cottages. Entering one of the cottages by a heavy oaken door we deposited our bags in our home for the next ten days, a long Cotswold bedroom with low sloping roof and dormer windows all complete. We looked down into the quadrangle and out to the rising green campus where the many handsome buildings stood among the trees. It is a college in the country, a very civilized country, with a railway station on one corner of the campus, and a small town with its restaurant furnished with colonial antiques, a book store—all the amenities, in fact, with the ubiquitous drug store richly stocked with light refreshments, journals, tobaccos, and all human needs, much as you would find in New York. This literature business be-

gan almost unawares over coffee and cake in the professor's living room, a large handsome room with a rocky hearth fireplace, Persian rugs and white paint, and comfortable chairs. Some seven or eight young ladies and one man, in very summery costumes, carried on a pleasant and intelligent discussion, subtly guided by the professor, on the works of Conrad. They had all had more time in which to read Conrad than I had, and I contributed to the discussion the golden quality of silence. From this we went to dinner in college, to introductions, and to coffee at a brief after-dinner dance for the students. . . . After dinner we made an exodus under the trees and bright stars to another professor's living room. Here students read and discussed their original stories and poems. . . . After all these new experiences we suddenly realized that we had only been in the States exactly one week, and that we had been wafted on from one thing to another in a state of perfect enjoyment. The weather was so fine . . . ; the world was so dry and radiant with sun, and now the almond trees and daffodils were out on the Swarthmore campus, the maple trees were covered with green knobs, and the Japanese cherries with white buds. Here and there students would be sunning themselves on the grass, and they seemed to me very fortunate young people, with their great freedom, the friendly co-operation of their professors, and the beautiful spring-nurtured campus in which to wander."

The final paragraph in an introductory "Bibliographical Note" to a Columbia dissertation (Max Berger. *The British Traveler in America, 1836-1860*. Columbia Studies in History, Economics and Public Law No. 502, 1943.) says: "The travel books of Britons who visited America a century ago are no longer in general circulation. In fact comparatively few libraries contain large collections of such works. The New York Public Library has the most complete file. The Library of Swarthmore College has a special collection of British Americana. Columbia University Library and the

Library of Congress also have good collections in this field." In any comparison, to place second after the New York Public Library and to rank ahead of Columbia and the Library of Congress gives pleasurable eminence to a small college library and is a rewarding recognition of this special collection's at least occasional usefulness and value.

PRESSES

The second example in our second category is one which both very generally and quite specifically enriches the library's resources beyond the demands of meeting curricular requirements. Its existence is based on two premises: (1) that in such arts as music, painting, and literature a college tries to cultivate and improve the taste of its students above rock and roll, comic strip pictures, and westerns; and (2) that students continually—well, frequently—handle books and scan printed pages. If, in their experience, we try to substitute Chopin Preludes for Elvis Presley, Picasso for Petty, or to change reading tastes from William MacLeod Rains to Rainer Maria Rilke, it seemed logical and desirable to attempt in printing—"the art preservative of all the arts"—to acquaint our students (and perhaps ourselves) with fine typography's delights and rewards.

It was with these convictions that we started twenty years ago to assemble a special collection of the productions of private presses and other examples of fine printing. The collection now extends to some 2,350 titles and contains representations of work from 322 American, 104 British and 25 other presses; over 450 fine-printing organizations display their wares for us. A modest income restricts most of our purchases to contemporary presses, but we do not scorn pre-twentieth century printing: I suppose that our most gratefully welcomed

private press gift is the magnificent five-volume Doves Press Bible.

The names alone of the presses are a dazzling conglomeration of colors, birds, beasts and flora; of wit, allusiveness, description, and incongruity. Here from the hundreds of names are a few: the Black Cat and the Lucky Dog; the Hobby Horse and the White Elephant; the Blue-behind Ape and the Rampant Lions; the Woolly Whale, the Bronze Snail and the Hiccuppy Herring; the Red-coat and the Roving Eye; the Green Horn, the Gray Moose and the Golden Eagle.

By another local adaptation of the classification scheme we disregard subject matter and shelve together the books which come from each press: our few Kelmscotts and our many Peter Paupers each stand assembled as units in the collection.

Most of the volumes in this collection are literary works, but the books are all-encompassing, stretching even to such scientific inclusions as Mary Vaux Walcott's five-portfolio set *North American Wild Flowers*, published by the Smithsonian Institution in 1925, with typography by Frederic W. Goudy; and Herbert Hoover's 1927 address *A Remedy for Disappearing Game Fishes*—at least there is some science in this whimsical bit of persuasion.

Many little things give us intriguing titles by the score: *The True Ballad of the Galloping Hearse*; *Blood on the Dining Room Floor*; *Born in a Beer Garden*; *The Neurotic Nightingale*; *There Is Nothing, Only Cold Gray Mist*.

Typographically as well as textually they are a delight, with their diversity of fonts; their span from classic austerity to modern freshness and audacity of design; their handsome craftsmanship; their bindings which range from sheet copper or aluminum to burlap, from such unusual leathers as kangaroo and

sealskin to papers such as comic sheets, wallpaper or maps.

Eminent typographers and artists—Will Ransom and Carl Rollins, Richard Ellis and Joseph Low—have visited it. Many practicing printers from our area come to consult it. The Philadelphia Graphic Arts Forum has travelled out from the city to hold three meetings in the library and to browse delightedly among these treasures. In the college's extra-curricular arts and crafts program those students who are amateur printers and are adept at setting their own type and running off their own composition on the two printing presses provided for them, find it an absorbing hunting ground for ideas and styles. *Belles lettres* for our small exhibit cases are in almost unlimited supply: half a dozen printings of Clement Moore's *A Visit from Saint Nicholas* to precede the seasonal vacation; a show from American, English and continental presses of Keat's *Odes*; another startlingly diversified group of Lamb's *A Dissertation upon Roast Pig*; or again half a dozen quite different but all sparkling editions of *The Rubaiyat of Omar Khayyam*.

EDITIONS

John Edwin Wells was best known in the scholarly world for his *Manual of Writings in Middle English, 1050-1400*, published in 1916, with eight *Supplements* appearing through 1941. He was graduated from Swarthmore in 1896, and received his M.A. from Columbia in 1900 and his Ph.D. from Yale in 1915. Following a decade of teaching at Hiram College and seven years at Beloit, he went to Connecticut College to head its English department in 1917, and remained there until his death in 1943. He had not, so far as I was ever able to ascertain, maintained any Swarthmore ties; but his will bequeathed to our library two special collections which he

had assembled and nurtured with loving devotion.

They are small but almost complete collections of all editions from the first to present-day printings of the works of two English poets; James Thomson and Wordsworth. With the books came Professor Wells's own annotated card catalogs of the gifts. The collections also include critical works and biographies; portraits; transcripts and photostats of letters; musical settings of poems; and for Wordsworth, the major bibliographies, dictionaries, concordances, maps, guides, views, and books about the Lake District; and a dozen volumes from the poet's own library. Each collection also contains about a score of critical articles, written by Mr. Wells, on the poet.

These collections have brought to us, for example, a visitor from Cornell with questions that could be answered only by his examination of the Wordsworth books (a visitor who wrote on his return home: "I was prepared to see a fine collection, but I was simply astonished at its range and depth. I shall shout its praises to all who will hear.") and a correspondence with the English scholar and editor, Helen Darbishire, who requested photostats of two unpublished Wordsworth letters and permission to include these letters in a supplementary volume of the poet's letters which she is preparing for the Clarendon Press.

My doubts about these two examples from our third category of special collections do not stem from any faults or weaknesses in the collections. They are gems of their kind. My question is rather concerning their appropriateness in a small college library. Each provides an almost unique wealth of resources far beyond the needs of undergraduate students. They are inestimably valuable concentrations for the specialized scholar, but it may be that only by chance will the scholar know of their existence

(Continued on page 517)

By JOHN W. MITCHELL

A Complete Materials Service

AMONG THE MANY audio-visual units in the United States probably no two are identical because each must meet the special requirements of the parent institution. Thus, the functions of the Audio-Visual Center, Air University Library, are determined by the educational program of Air University. The library has as its mission the support of Air University with all types of instructional materials. Of these, the Audio-Visual Center provides non-print materials such as films, maps and charts, graphic aids, photographic slides and prints, and audio aids.

Much has been said and written concerning the placement of audio-visual services within the organizational structure of an educational institution. A logical conclusion seems to indicate placement for the greatest possible effectiveness. For Air University the library is the most logical location. This organization has established high standards for rendering specialized service. The administration of the library not only realizes the values of having all instructional materials and services combined, but is prepared to render full support to the audio-visual as well as the traditional elements. Fully recognized is the principle of having each special type of service directed by competent professionals with adequate training and experience. At the time the audio-visual services were placed in the library, plans were under way for a building to be located in the center of a new campus. Adequate space was designed in the new building to meet the needs of audio-visual services. Also es-

tablished in the library is a pattern for financing and procurement so essential for the operation of audio-visual services. It has its own supply unit capable of procuring special non-military as well as the usual military supplies and equipment. For Air University the library as an organization dedicated to giving only the best in service and materials provides a natural environment for the Audio-Visual Center.

The Audio-Visual Center is directed by two professional audio-visual educators who supervise the operation of the organization, advise instructors and school administrators, maintain liaison with other military schools, civilian institutions, business and industry, and conduct a program of evaluation, experimentation, and research. This organization serves Air University as its primary agency for the evaluation, selection, procurement, production, storage, maintenance, distribution, and utilization of a wide variety of audio-visual materials.

One of the services most commonly associated with an audio-visual organization is a film library. The Center's Branch Film Exchange is one of three of that category in the United States. The others are at the Air Force Academy and the Pentagon. The Exchange is a unit within the Air Force system of film distribution. Because of the nature of the Air University curriculum, the Exchange not only receives automatically all Air Force films but exploits short-term loans from other military libraries, civilian rental sources, and industrial collections. Occasionally it locates and procures kinescopes of outstanding television programs which are used for classroom instruction. In addition to a two thousand-print library of

Dr. Mitchell is chief, Audio-Visual Center, Air University Library.

films, the Exchange maintains a collection of slide sets, filmstrips, and still pictures. Although the Branch does provide equipment and projection service, its greatest screening activity is in its preview rooms. Instructors and students frequently view films as reference materials in preparation of lectures or special studies. Maintenance of materials and equipment is comparable to other film libraries. More specialized is its professional service in locating and procuring special films, kinescopes, and still pictures from a wide variety of sources. Many of the desired items are not widely distributed, and diligent search is often needed to meet unusual requirements.

Unique as a part of an audio-visual service is the Cartographic Branch, which combines professional assistance and an extensive collection of some six thousand different titles of maps and charts totaling approximately 250,000 sheets. The cartographers work with both instructors and students in all types of problems involving the use of maps and charts. At times, a map or chart must be modified to illustrate particular physical, political, economic, or other facts. In such cases the cartographers modify existing material or draw up specifications for a new issue. The Air Force Physical-Political Global Chart is an example of such a project.

In addition to the Aeronautical Chart and Information Center, the Branch draws upon the services of Army Map Service, Hydrographic Office, Coast and Geodetic Survey, Geological Survey, National Geographic Society, and a number of commercial agencies. Because of the need for the most up-to-date information, the collection is checked constantly to insure that each item is the most recent issue. All charts are analyzed, indexed, and filed systematically for instant recovery when needed.

The Center has two Graphics Branches

with one at Maxwell Air Force Base and the other at Gunter Air Force Base. Each produces a wide variety of instructional and briefing materials such as charts, graphs, maps, murals, models, heraldic emblems, certificates, sketches, book and manual illustrations, and masters for transparencies of various sizes. Most of the production of these Branches is concerned with custom designed and executed training aids. The instructor presents his requirement for analysis and visualization by artists who specialize in this aspect of the work. Once the sketches are approved, a production crew completes the graphic representation.

Some materials require further processing after the completion of art work. Slide masters may be sent to the Photographic Laboratory for conversion to transparencies in color or in black and white and in any of the standard sizes of two by two inches, three and a quarter by four inches, or eight by ten inches. Many overhead transparencies are prepared on tracing paper for reproduction by the diazo process.

Although most charts are prepared on board thirty by forty inches or smaller, for auditorium use they may be twenty to thirty feet long and up to ten feet high. Recently a nine by forty foot mural depicting air evacuation was produced. Graphics personnel work with all types of media, depending only on which medium will be most effective.

The products of the two Graphics Branches differ somewhat because of the nature of the colleges and schools served. The Gunter Branch is primarily concerned with materials illustrating phases of aviation medicine for use in the School of Aviation Medicine. The Maxwell Branch produces aids for the better illustration of administration, command, and air power problems since it serves Headquarters Air University, Air War College, Air Command and Staff Col-

lege, and Air Force Reserve Officers Training Corps.

The Photographic Laboratory of the Audio-Visual Center provides three types of photographic reproduction: microfilm, photostat, and transparencies. The Microfilm Section is fully equipped to produce 35mm. and 16mm. film in both negative and positive. It has planetary and rotary cameras, printers, continuous processors, and editing equipment. The principal purpose in microfilming is the reduction of the Air University Library's extensive document collection to film. Approximately six thousand feet of microfilm are shot each month. The negative file remains in the laboratory for ready reproduction. Positive prints are filed in the reading room for use by instructors and students.

The Photostat Section produces direct positive copy up to the size of seventeen by twenty-two inches from original copy or microfilm. Present production averages four thousand full sheets each month. This laboratory provides proportional enlargement or reduction of copy for the Graphic Branches. The direct positive photostat also serves as a satisfactory master for the reproduction of copies by the diazo process.

The third and newest section of the laboratory produces transparencies and prints for instructional purposes. These are made in black and white or color, in sizes varying from two by two inches to eight by ten inches. Although most of the original material is art layout produced by the Graphics Branches,

some slides may be location shots or the reproduction of prints or slides as needed by the instructor. Photographic prints are also produced to illustrate training manuals and reports.

The Reproduction Section is a very small unit with a relatively important function. It produces by mimeograph or multilith a wide variety of visual materials. A major product is catalog cards, of which fifteen thousand are printed each month. Another activity of the Section is the offset printing of special bibliographies prepared by reference personnel of the library for up-to-the-minute information on current documents, periodical articles, and books pertinent to the special interest areas of students and instructors.

The services of the Audio-Visual Center are constantly evaluated in terms of the curriculum requirements of Air University. During the past two years considerable time and effort have been devoted to the analysis of organization, housing, personnel, materials, equipment, and procedures in order to determine ways and means of improving the services. These efforts have led to more effective coordination, better working conditions, more efficient production, higher morale of staff members, and better quality instructional aids. The Center exists solely for the purpose of assisting the instructors to do a more effective job of communicating with their students. Future modifications of the Center will be determined by the requirements of the instructional program of Air University.

"Do you want facts? Want to prove something? Trying to find yourself, or the opposite, escape from yourself? We've got books for all purposes, for yes and no, for good and bad, black and white, near and far, for and against. . . . It's not for sale, it's for free—this place with something for every student, hurried or not, this intellectual free-for-all called the Library, which finds the books of all times, races, colors, and creeds, stacked peacefully together under one roof."—Lawrence Clark Powell in *Know Your Library* (UCLA, 1957).

New Periodicals of 1957—Part I

THERE FOLLOWS A SELECTED LIST of periodicals launched in 1957 made from the acquisitions of the Library of Congress. There are included some titles which will be of reference value to librarians; some will be of interest and help to students, teachers, and other professional people; and some will be enjoyed by the general reader.

INDEXES AND ABSTRACTS. A monthly index of articles published in British technical periodicals was begun in February under the title, *The Index of Technical Articles*. It is arranged by author and subject. Each citation gives the title of the article, the author or authors when known, abbreviated title of journal, volume number, number within the volume, date of publication, inclusive pagination, and illustration statement. Approximately four hundred journals are indexed in the first issue. The Tobacco Literature Service of the North Carolina Agricultural Experiment Station is preparing *Tobacco Abstracts*. These abstracts are arranged by subject with author index. Articles from foreign and American journals are included. Citations are brief, giving title of journal, volume number, paging and date.

LIBRARIES. An interesting little publication is the *PLA Quarterly*, a journal for the members of the Private Libraries Association. The first issue includes articles on hand-binding of books, private press printing, one private library, and a review of the activities of the Association during the preceding year.

GENEALOGY. *The Virginia Genealogist* will publish source materials and ac-

counts of families of the Old Dominion. Old wills, tax records, and marriage and death notices from old newspapers are treated in volume one, number one.

ART. *Drawing* is composed of pen and ink, charcoal, pencil and brush sketches by modern, lesser known artists. It is published in New York and edited by Bruce Duff Hooton, Daniel Brown, and David Johnson.

MUSIC. The Yale School of Music has launched *Journal of Music Theory*. Here will be printed translations of primary documentary sources together with papers based on current research and study. Book reviews will be a regular feature.

LITERATURE. *The Centennial Review of Arts & Science* derives its name from the fact that it was founded during the centennial year of its sponsor, Michigan State University. The first issue contains four papers delivered at a symposium, "The New View of Man," arranged by the University's College of Science and Arts. This is a scholarly and academic journal. An article, "I Edit a Latin Text," by Arnold Williams is especially interesting. *The Colorado Review* is published by Jay Pell and John Lewis in Fort Collins. Included are works by E. E. Cummings, Mark Van Doren, and other writers less well known. The first issue of *Letras por la Libertad*, published in Mexico, is four folio pages and deals with such subjects as the work of the Spanish poet Juan Ramón Jiménez and the Colombian poet Germán Pardo García, now a resident of Mexico. It includes also a poem of Eunice Odio of Costa Rica and an article on "La Rebelion de los Intelectuales." *Manuscripta* is published by St. Louis University Library and should not be confused with an ear-

Miss Brown is head, Serials Section, Descriptive Cataloging Division, Library of Congress.

lier publication of the same title published by the Knights of Columbus Foundation for the Preservation of the Historic Documents at the Vatican Library and also published in St. Louis. The new journal will publish lists of the Vatican codices available at the Knights of Columbus Vatican Film Library at the University as well as articles based on the research and study of these manuscripts. In addition there will be included scholarly articles intended to aid those persons actively engaged in teaching or research in the humanities and history. *Poetry Broadside*, a twelve page folio, will present the works of young poets. Each poet published will be represented by at least three poems. Some prose selected for its interest and readability will be included. *Southwestern Louisiana Journal* is to be the means of publishing the scholarly writing and research of the faculty and staff of the Southwestern Louisiana Institute at Lafayette. Other writers in this area and persons writing about the area are invited to submit manuscripts. *Spectrum* is published by the Associated Students of the University of California, Santa Barbara College, Goleta, California. Contributors range from English, Irish, and American poets to undergraduates at the College.

PHILOSOPHY. *Gandhi Marg* published in Bombay is a quarterly "dedicated to the study and discussion of the way of life that Gandhi taught and lived." Contributors to the first issue include men from the West as well as from the East. *Philosophy Today* publishes condensations of articles from current European periodical literature in philosophy. It is published by the Society of the Precious Blood at St. Joseph's College, Collegeville, Indiana.

RESEARCH. *Scientific World* comes from London and treats of such subjects as "Automation in America," "Training of Soviet Research Workers," "Research in

Brazil," "India's Fuel Prospects," etc. The Stanford Research Institute is publishing *SRI Journal*. It will contain the results of the Institute's research on problems of interest to leaders in business, industry, education and government. "Teaching Machines to Read," "The Economic Prospect for the United States," and "Guided Missiles and Research" are articles in volume one, number one.

METALLURGY. *Platinum Metals Review* from London is a "quarterly survey of research on the platinum metals and of the developments in their applications in industry."

PHYSICS. *Annals of Physics* "is intended to provide a medium for original work of broad significance, in which the author will be able to give attention to clarity and intelligibility, so that his paper may be read by the widest possible audience." Articles are accompanied by summaries and bibliographies. Academic Press, Inc., New York, publisher of this journal, has asked that it be noted that the *Journal of Fluid Mechanics* and *Physics in Medicine and Biology*, listed in "New Periodicals of 1956—Part II" as published in the March, 1957 issue of *CRL* are available through the Academic Press in New York. These journals received at the Library of Congress bear the London imprint of Taylor and Francis.

NUCLEAR SCIENCE, ROCKETS. *Energie Nucléaire* from Paris will deal with the chemistry of the production and utilization of nuclear energy. *Military Automation* has articles on analog computers, aeroballistics, digital techniques, and other new technical and scientific subjects. *American Rocket News* is a publication of the Southern California Section of the American Rocket Society.

ROADS. *Modern Highways* is intended for highway contractors. The chief interest in the first issue was the Federal

highway program and its effect on the construction business.

INDUSTRIAL MANAGEMENT. From Milan there comes *Automazione e Automatismi* which treats of the use of machines in jobs formerly handled by men. Articles have summaries in Italian, French, German, and English. *Work Study and Industrial Engineering* comes from Manchester, England, and also treats of automation in industry and commerce.

BUSINESS MANAGEMENT. Articles in *Aeronautical Purchasing* are based on actual cases of changes and improvements in practice. All procurement officers should find this journal helpful. In *IBM Journal of Research and Development* International Business Machines Corporation will describe their latest ideas and products. This is a very technical journal. There are included studies in physical and mathematical sciences which IBM staff members have conducted in connection with the development of new machines and methods for data processing, computer technology, communications, etc. *MAPI Financial Review* published by the Machinery and Allied Products Institute devotes the first of its three articles to "Electronic Data Processing at National Supply." Other matters treated are travel accident insurance plans and standards for research and development expenditures. The College of Business Administration, University of Denver, launched *Western Business Review*. Contributions are from authorities in the academic, industrial, and business worlds.

ADVERTISING. *Mediascope* deals with the function of media buying and market selection. It is published by Standard Rate and Data Service.

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION. *The Asia-African Review* is published in New Delhi by the Asian Solidarity Committee. It will "make an effort to give authentic news about the

movements carried on in the different countries for the improvement of the masses in different spheres of life, about the consolidation of their newly won freedom, about their efforts to liberate themselves from colonial oppression and foreign interference in their domestic affairs." It stands for disarmament and for the banning of nuclear weapons. *British Affairs* is published by the British Information Services in New York and is designed specifically for United States readers. It supersedes *Labor and Industry in Britain*. Volume one, number one treats of such topics as "The Birth of Ghana," "Agricultural Price Support in Britain," "U.K. Export Achievements," and others. *Orbis* is published by the Foreign Policy Research Institute of the University of Pennsylvania. The first issue includes "The Menace of Communist Psychological Warfare," "The Crisis of the Communist Mind," and "Anticolonialism in Latin America." *Midwest Journal of Political Science* is published for the Midwest Conference of Political Scientists. The contributions from members of university faculties are interesting treatments of such subjects as "Woodrow Wilson's Concept of Human Nature," "Notes on James Madison's Sources for the Tenth Federalist Paper," and others. The section, "Book Reviews," includes former President Truman's review of Schubert's "The Presidency in the Courts." *Philippine Journal of Public Administration* is published by the Institute of Public Administration, University of the Philippines. The aim of this journal is to organize and make available information on Philippine public administration and to contribute to the advancement of the knowledge of public administration in general.

EDUCATION. *West African Journal of Education* is to provide a "medium for the exchange of information about post-

primary education in British West Africa." Included in the first number were such articles as "Curricula in Nigerian Secondary Schools" and "The Place of African Languages in the Secondary School Curriculum."

LAW. The American Society for Legal History has adopted *The American Journal of Legal History* published by Temple University School of Law as its official publication. This journal will publish the results of research in the history of all legal systems such as English law, Roman law, and canonical law, as well as American law. Chief Justice Earl Warren wrote the introduction. *The Journal of Business Law* is an English publication whose aims are "to indicate new trends in the modern development of business law and to analyze the bewildering amount of new law which is constantly created by Parliament, the courts, and commercial practice, with a view to appraising its probable effect on the conduct of business affairs." *The Tax Counselor's Quarterly* will furnish tax assistance on questions arising from interpretation of Federal and State tax laws. Illustrative of the contents of the first issue are such articles as "Watch Out for Tax Problems on Gifts of Securities for Minors," "Common Disaster Can Mean Tax Disaster," and "How Can Legal Fees in a Corporate Reorganization Be Made Deductible?" *The Trial Lawyer's Guide* treats of such matters

as "Demonstrative Evidence and Handwriting Testimony," "Sound Recordings," and "Hospital Records."

MEDICINE. The editor's "message" in *MD, Medical Newsmagazine* states that "medical journals are usually dedicated to satisfying the professional needs of the physician, leaving his many other interests to lay journals. *MD* is dedicated to satisfying all the needs of the physician, medical, cultural, and social." The contents are arranged in three sections: World of Medicine, where new drugs, new treatments, etc., are discussed; Medicine in the World, with biographical and historical sketches of persons and places related to medical science; Medicine in the Arts, with discussions of medical television shows, motion pictures, and drama. *Survey of Anesthesiology* consists of condensations of articles from basic science, surgical, medical, and anesthesia journals of particular interest to the anesthesiologist.

VETERINARY SCIENCE. *Avian Diseases* is published by the Cornell Veterinarian with contributors from the faculties of colleges and schools of veterinary medicine and staffs of agricultural experiment stations. Articles are accompanied by summaries and references.

GARDENING. *Flower & Garden Magazine for Mid-America* is a well written and well illustrated journal of interest to the amateur gardener.

Periodicals

Aeronautical Purchasing. Industrial Publishing Corporation, 812 Huron Road, Cleveland. v.1, no.1, January 1957. Monthly, \$6.

The American Journal of Legal History. Temple University School of Law, 1715 North Broad St., Philadelphia 22. v.1, no.1, January 1957. Quarterly, \$7.50.

American Rocket News. Southern California Section, American Rocket Society, 5880 Hollywood Boulevard, Los Angeles 28. v.1, no.1, February 1957. Monthly, \$3.00.

Annals of Physics. Academic Press, Inc., 111

Fifth Ave., New York 3. v.1, no.1, April 1957. Monthly, \$8.00 (for v.1), \$14.00 for v.2-).

The Asia-Africa Review. Asian Solidarity Committee, 14 Janpath Barracks, New Delhi. v.1, no.1, January 1957. Quarterly, Rs. 5.

Automazione e Automatismi. Istituto d'Informazione e di Assistenza per l'Automazione, Corso di Porta Nuova n.3, Milano. v.1, no.1, January 1957. Bimonthly, L.5.000.

Avian Diseases. Cornell Veterinarian, Inc., Ithaca, New York. v.1, no.1, May 1957. 4 no. a year, \$5.00.

- British Affairs.* British Information Services, 45 Rockefeller Plaza, New York 20. v.1, no.1, March 1957. Quarterly. Free.
- The Centennial Reviews of Arts & Science.* 112 Morrill Hall, Michigan State University, East Lansing. v.1, no.1, winter 1957. Quarterly. \$3.00.
- The Colorado Review.* Jay Pell, 85 Circle Drive, Fort Collins. v.1, no.1, winter 1956/57. Quarterly. \$2.75.
- Drawing.* Broadaxe Press, 281 East Broadway, New York 2. v.1, no.1, c1957. Frequency not given. Price not given.
- Energie Nucléaire.* Edition des Presses Documentaires, 28, Rue Saint-Dominique, Paris VII^e. v.1, no.1, January/March 1957. Quarterly. 3,000 fr.
- Flower & Garden Magazine for Mid-America.* Mid-America Publishing Corporation, 559 Westport Road, Kansas City 11, Mo. v.1, no.1, January 1957. Monthly. \$3.00.
- Gandhi Marg.* Gandhi Smarak Nidhi, Mani Bhuvan, Laburnum Road, Bombay 7. v.1, no.1, January 1957. Quarterly. \$1.50.
- IBM Journal of Research and Development.* International Business Machines Corporation, 590 Madison Ave., New York 22. v.1, no.1, January 1957. Quarterly. \$3.50.
- The Index of Technical Articles.* Iota Services, Ltd., 38 Farringdon St., London, E.C.4. no.1, February 1957. Monthly. Price not given.
- The Journal of Business Law.* Stevens and Sons, Ltd., 119-120 Chancery Lane, London, W.C.2. January 1957. Quarterly. 30s.
- Journal of Music Theory.* Yale School of Music, New Haven, Conn. v.1, no.1, March 1957. Semiannual. \$3.50.
- Letras por la Libertad.* Donceles 91-106, México 1, D.F. v.1, no.1, February 1957. Frequency not given. \$0.50 per issue.
- MAPI Financial Review.* Machinery and Allied Products Institute, 1290 Eighteenth St., N.W., Washington 6. March 1957. Frequency not given. \$1.00 per issue.
- MD, Medical Newsmagazine.* MD Publications, Inc., 50 East 60th St., New York 22. v.1, no.1, January 1957. Monthly. \$7.50.
- Manuscripta.* St. Louis University Library, St. Louis. v.1, no.1, February 1957. 3 no. a year. \$4.
- Mediascope.* Standard Rate and Data Service, Inc., 1740 Ridge Ave., Evanston, Ill. v.1, no.1, January 1957. Bimonthly. Price not given.
- Midwest Journal of Political Science.* Wayne State University Press, 4841 Cass Ave., Detroit 2. v.1, no.1, May 1957. Quarterly. \$6.
- Military Automation.* Instruments Publishing Company, Inc., 845 Ridge Ave., Pittsburgh 12. v.1, no.1, January/February 1957. Bimonthly. \$10.
- Modern Highways.* Scranton Publishing Company, Inc., 185 N. Wabash Ave., Chicago. v.1, no.1, January/February 1957. Bimonthly. \$4.00.
- Orbis.* Foreign Policy Research Institute, University of Pennsylvania, Philadelphia. v.1, no.1, April 1957. Quarterly. \$5.00.
- PLA Quarterly.* Private Libraries Association, 12 Roundwood Way, Banstead, Surrey, England. v.1, no.1, January 1957. Frequency not given. Price not given.
- Philippine Journal of Public Administration.* P.O. Box 474, Manila. v.1, no.1, January 1957. Quarterly. \$4.00.
- Philosophy Today.* Saint Joseph's College, Collegeville, Ind. v.1, no.1, March 1957. Quarterly. \$4.00.
- Platinum Metals Review.* Johnson, Matthey and Company, Ltd., Hatton Garden, London, E.C.1. v.1, no.1, January 1957. Quarterly.
- Poetry Broadside.* Contemporary Craftsmen, Inc., 62 West 93rd St., New York. v.1, no.1, April 1957. Quarterly. \$1.25.
- SRI Journal.* Stanford Research Institute, Menlo Park, Calif. v.1, no.1, first quarter 1957. Quarterly. \$4.00.
- Scientific World.* World Federation of Scientific Workers, 27 Red Lion St., London, W.C.1. no.1, 1957. Quarterly. 2/6.
- Southwestern Louisiana Journal.* Southwestern Louisiana Institute, Lafayette. v.1, no.1, January 1957. Quarterly. \$1.50.
- Spectrum.* Associated Students of the University of California, Santa Barbara College, P.O. Box 555, Goleta. v.1, no.1, winter 1957. 3 no. a year. \$1.00.
- Survey of Anesthesiology.* Williams and Wilkins Company, Baltimore 2. v.1, no.1, February 1957. Bimonthly. \$10.
- The Tax Counselor's Quarterly.* Callaghan and Company, Chicago. v.1, no.1, March 1957.
- Tobacco Abstracts.* North Carolina Agricultural Experiment Station, Raleigh. v.1, no.1, January 1957. Monthly. Free?
- The Trial Lawyer's Guide.* Callaghan and Company, Chicago. v.1, no.1, February 1957. Frequency not given. Price not given.
- The Virginia Genealogist.* John Frederick Dorman, Box 4883, Washington 8. v.1, no.1, January/March 1957. Quarterly. \$5.00.
- West African Journal of Education.* Cambridge University Press, Bentley House, 200 Euston Road, London, N.W. 1. v.1, no.1, February 1957. Frequency not given. 1/6 per issue.
- Western Business Review.* College of Business Administration, University of Denver, 1445 Cleveland Place, Denver 2. v.1, no.1, February 1957. Quarterly. \$3.50.
- Work Study and Industrial Engineering.* Management Publications Ltd., 8 Hill St., London, W.1. v.1, no.1, Jan. 1957. Monthly 30s.

News from the Field

ACQUISITIONS, GIFTS, COLLECTIONS

THE BANCROFT LIBRARY, University of California at Berkeley, has received as a gift of the Friends of the Bancroft Library a collection of signed documents and papers of Gaspar de Portola, first Governor of California (1769-70). The Portola papers concern the exploration to locate the Bay of Monterey, and the author's career as Governor of the town of Puebla in Mexico. The documents include Portola's original appointment in June, 1776 as Governor of Puebla and instructions from Charles III concerning the post.

THE UNIVERSITY OF CALIFORNIA LIBRARY has acquired the Sigmund Romberg Library, four thousand volumes of books and scores particularly rich in German and French light operas of the nineteenth and early twentieth centuries.

THE UNIVERSITY OF CINCINNATI has received an important group of books from David A. Tucker, Jr., professor of history of medicine. Numbering several thousand volumes, this collection is divided equally between rare medical books and works on the history of medicine. The most notable item is a perfect copy of the second edition of *Fabrica* (1555) by Vesalius. When the new wing of the College of Medicine building is completed, the medical library will occupy three floors (two for stacks, one for reading). The Tucker collection will be housed in a special section donated in his honor by Nu Sigma Nu fraternity.

JOHN CARROLL UNIVERSITY has acquired the private library of the late Robert John Bayer, formerly editor of *Traffic World* and well known bibliophile. The collection of some five thousand volumes includes a virtually complete collection of the works of Gilbert Keith Chesterton.

CORNELL UNIVERSITY has acquired from the widow of Stanislaus Joyce an extensive collection of Joyce papers and letters. It includes the manuscript of *Chamber Music*,

six unpublished pages of the manuscript of *Stephen Hero*, incomplete manuscripts of several episodes of *Ulysses*, and over 250 letters and cards written by Joyce. Another seven hundred letters are from members of his family and from literary friends, publishers, and agents.

THE DARTMOUTH COLLEGE LIBRARY has received as a scaled gift seven volumes of unpublished writings of the late H. L. Mencken. They are *My Life as Author and Editor* (four volumes) and *Thirty-Five Years of Newspaper Work* (three volumes). They will not be available for use until 1991.

Dartmouth has had a special collection of Menckiana since 1939, built largely by the gifts of Richard H. Mandel. In addition to the recent gift, the collection includes about 150 first editions and several hundred letters, pamphlets, and clippings.

Dartmouth has also received a collection of the correspondence of Edward Tuck, financier and philanthropist. Written from France during 1929-38, the letters reflect much of the economic and political situation of the period.

GODDARD COLLEGE LIBRARY, Plainfield, Vt., has had a 56 per cent increase in its book budget. The community government, consisting of some 130 students and faculty, voted to raise the library tax from \$10 to \$15 a person. The additional funds are specifically earmarked for the purchase of books. In the balloting only two dissenting votes were cast.

THE UNIVERSITY OF INDIANA LIBRARY has acquired the Vachel Lindsay collection of Frederic G. Melcher. The collection includes correspondence, memorabilia, and early editions of privately printed works.

THE UNIVERSITY OF NORTH CAROLINA has assembled approximately eight hundred volumes which belonged to the University before 1830 in its Early Carolina Room. They represent about one-third of the titles listed in the University library catalog of 1802

and in the Dialectic and Philanthropic Society catalogs of 1827 and 1829.

NORTHWESTERN UNIVERSITY LIBRARY has acquired a set of the German periodical, *Pan*, 1911-1913. Published in Berlin in the early years of expressionism under the editorship of Wilhelm Herzog and Paul Cassirer, it contains much of significance in modern German literature. Among its contributors were Heinrich Mann, Klabund, Musil, and Max Brod.

SOUTHERN ILLINOIS UNIVERSITY LIBRARY has recently strengthened its holdings in folklore and related areas through the purchase of the library of the late Dr. Alexander H. Krappe. An outstanding scholar, Dr. Krappe, who died in 1947, was the author of nearly six hundred books, articles, reviews, and translations, and his working library of some twelve hundred volumes is rich in the materials of his field.

Among the important items coming to the library through this acquisition are: Roscher's *Ausführliches Lexikon der Griechischen und Römischen Mythologie*, Elbert's *Reallexikon der Vorgeschichte*, Reinach's *Cultes, Mythes et Religions*, long runs of the periodicals *F F Communications*, *Folklore*, *Zeitschrift für Volkskunde*, and *Revue d'Ethnographie*.

A FUND in memory of the late Louis M. Rabinowitz, Honorary Trustee of the Yale Library Associates has been established at Yale University Library. Mr. Rabinowitz had been a long-time benefactor of the Yale library donating many outstanding works in the fields of Judaica and English literature. James T. Babb states that the fund will be used for the purchase of such books and manuscripts as Mr. Rabinowitz would have bought for the library himself.

KENNETH M. SETTON, director of libraries at the University of Pennsylvania, has announced that James T. Farrell, novelist and critic, has designated the University of Pennsylvania Library as the depository for his literary papers. In addition to manuscripts, the collection includes notebooks, diaries, correspondence, and extensive files of clippings. Acquisition of the collection was made possible by the Gordon Alward

Hardwick Jr. Memorial Fund for the development of the University Library's collections in modern American Literature.

THE COLLECTION of Emily Dickinson manuscripts, notes, and letters recently given to Amherst College by Mrs. M. T. Bingham is now available on microfilm for purchase from the Amherst College Library.

BUILDINGS

THE NEW MEDICAL LIBRARY at the University of Kansas School of Medicine was dedicated on September 13. The building will include a library of the history of medicine.

THE UNIVERSITY OF PENNSYLVANIA has announced the allocation of four million dollars by the state for a new library-classroom building. Construction is expected to begin within the year. The library will house approximately two million volumes and provide space for classrooms, reading rooms, microfilm and photographic laboratory, music listening rooms, and accommodation for the library's numerous special collections.

THE SAM RAYBURN MEMORIAL LIBRARY, Bonham, Texas, was formally dedicated early in October. The \$500,000 library was started by Representative Rayburn in 1948 with a \$10,000 award he received for distinguished congressional service. It has been completed with private donations. The building contains a reproduction of the historic Speaker's Rooms in the Capitol. The collection comprises papers, documents, and memorabilia of Rayburn's forty-five years of service as a member of the House of Representatives.

PUBLICATIONS

A GUIDE TO READING for top management is provided by *The Executive* published monthly by Baker Library, Harvard University School of Business Administration (v. I, no. 1, June 1957; \$5.00 a year). The new journal has two objectives: (1) "to screen and select . . . those books, pamphlets, speeches, and periodical articles . . . most significant for the busy executive . . . [to provide] a broader background of the social, political, economic, and business problems

of the day" and (2) "to present brief abstracts which will summarize in 300 to 500 words the essential features of the original." The first three issues show a wide coverage and an added feature in frequent critical evaluations appended to the abstracts of books.

THE SEPTEMBER ISSUE of *The Bookmark* (University of Idaho Library) contains a report on a study of "Interlibrary Loans at the University of Idaho Library" and a reprinting of "Faculty Loan Policies." The customary acquisitions notes and abstracts of articles also appear.

THE H. W. WILSON COMPANY has announced the publication starting January, 1958 of two new indexes, *The Applied Science and Technology Index* and the *Business Periodicals Index*. Initiation of these publications is an outcome of a study made by the Combined Committees on Wilson Indexes.

The *Applied Science and Technology Index* will cover 199 periodicals of which seventy-eight have not previously been indexed by Wilson. Fields covered will include engineering, automation, chemistry, physics, food and food industries, photography, air conditioning, aeronautics, and transportation. Subscribers elected 120 periodicals for inclusion in the *Business Periodicals Index*, of which sixty-two have not been indexed before by Wilson. Among the subjects included are general business, accounting, advertising, labor and management, finance, taxation, in addition to specific industries and trades. These two new publications will succeed the *Industrial Arts Index*.

THE OHIO UNIVERSITY Department of English is compiling an international index to periodicals publishing in the fields of English and American language and literature. It is intended as a guide for submitting manuscripts and will be called the *Scholars' Market*.

THE UNIVERSITY OF KENTUCKY Library Associates' fourth keepsake volume was published in late October. It is a facsimile reprint of *An Address to the Citizens of Phila-*

delphia, on the Great Advantages Which Arise From the Trade of the Western Country to the State of Pennsylvania at Large, and to the City of Philadelphia in Particular . . . by L. A. Tarascon and James Berthoud. The brochure will consist of thirteen pages of facsimile with an afterword by Dr. Jacqueline P. Bull.

THE UNIVERSITY OF ILLINOIS Library School has published its Occasional Paper No. 49, *Cataloging Courses in the Prescribed Curriculum*, by Heartsill H. Young, supervisor of technical services, University of Texas Library. The author surveys teaching procedures in twenty-nine library schools, pointing out that new courses, the shift to the fifth year master's degree, and increased use of L.C. cards have worked to reduce the amount of cataloging taught in library schools. The study gives an overall picture of cataloging course requirements and notes different attitudes and methods in various schools. Free copies are available at the University of Illinois Library School.

THE UNIVERSITY OF KENTUCKY Library has published Alexander von Humboldt's *Political Essay on the Kingdom of New Spain*, translated and annotated by Hensley C. Woodbridge (*Scripta Humanistica Kentuckiensia* I).

GUY ADAMS CARDWELL, JR., presents a descriptive list as an essential part of his *Charleston Periodicals, 1795-1860; a Study of Literary Influences*, which now appears in Kentucky Microcards, Series A: Modern Language Series, no. 14 (10 cards, \$3.50 to nonsubscribers). The cards are available from the University of Kentucky Press, Lexington.

INCLUDED in the Grosset & Dunlap "Grosset's Universal Library" paperback series are four new titles: *An American Doctor's Odyssey*, by Victor Heiser (\$1.25), *The Shorter Novels of Herman Melville* with an introduction by Raymond Weaver (\$1.25), *Four Plays by Ibsen*, with an introduction by Carl Van Doren (\$1.25), and *The Great Plains*, by Walter Prescott Webb (\$1.45).

The 1978 International Organizations Founded Since the Congress of Vienna:

Chronological List, with an introduction by G. P. Speckaert, has been issued by the Union of International Associations (Brussels, 1957, 204p.).

THE LIBRARY ASSOCIATION has issued a *Directory of Medical Libraries in the British Isles* (London: 1957, 91p., 13s. or 9s. 6d. for members, plus 6d. postage).

THE NEW YORK STATE LIBRARY has issued a "First Supplement April 1955-December 1956" to its *Checklist of Books and Pamphlets in the Social Sciences*. The supplement contains approximately 5,800 titles.

RUDOLPH GJELSNESS has compiled *The American Book in Mexico: A Bibliography of Books by Authors of the United States of America Published in Mexico, 1952-55* (Ann Arbor: University of Michigan Department of Library Science, 1957, 92p., Studies, No. 4).

College Teachers and College Teaching: An Annotated Bibliography on College and University Faculty Members and Instructional Methods, compiled by Walter Crosby Eells, has been published by the Southern Regional Education Board (Atlanta: 1957, 282p.). Dr. Eells includes a number of references to faculty-library relationships, but does not exhaust the literature on the subject that has appeared in library journals.

The Desert Daisy, by H. G. Wells, with an introduction by Gordon N. Ray (Urbana: 1957), is the third in a series of chapbooks published by Beta Phi Mu, national library science honorary fraternity. The original manuscript is in the Wells collection at the University of Illinois Library.

JOHN L. ANDRIOT has issued the 1957 edition of *U.S. Government Releases*. This is the second in a series of loose-leaf services. Order from Documents Index, Box 453, Arlington 10, Va., price \$15.

John Cotton Dana, the Centennial Convocation: Addresses by Arthur T. Vanderbilt and L. Quincy Mumford, With a Prefatory Note by James E. Bryan, (Rutgers University Press, 1957, 61p., \$2.75) is a fitting tribute to one of America's great librarians. Mr.

Vanderbilt provides a comprehensive view of Dana's contributions in developing the library at Newark, in establishing the active business library, and in organizing the Museum. Moreover, he cites Dana's credo for the library user and the librarian alike. His slogan was "(1) Read, (2) read, (3) read some more; (4) read anything; (5) read about everything; (6) read enjoyable things; (7) read things you yourself enjoy; (8) read, and talk about it; (9) read very carefully—some things; (10) read on the run, most things; (11) don't think about reading, but (12) just read." Mr. Mumford, who writes of "The Forward Look of Public Libraries," points out many of the innovations in library service made by Dana. These innovations were effective in making the library a useful agency for the average citizen. Mr. Mumford emphasizes the influence of Dana in developing the library's adult education program, and describes the Newark librarian's foresight regarding the library's potential.

"Rare Books in American State University Libraries" is an article by ROBERT B. DOWNS in the autumn issue of *The Book Collector*. Mr. Downs describes some of the notable acquisitions which have resulted from the expansion of middle and far western universities.

ARTHUR T. HAMLIN, librarian of the University of Cincinnati, has prepared an interesting summary of the work of his library in the *Cincinnati Alumnus* for fall, 1957. Entitled "House of Books," Mr. Hamlin's article discusses the value and the needs of a university library.

"The Trinity College and Watkinson Libraries," by DONALD B. ENGLE, is the lead article in the October number of *Stechert-Hafner Book News*.

THE UNIVERSITY OF KANSAS LIBRARIES has published Robert M. Mengel's *A Catalog of an Exhibition of Landmarks in the Development of Ornithology from the Ralph N. Ellis Collection of Ornithology in the University of Kansas Libraries*. Mr. Mengel's catalog is in expository, rather than list, form and constitutes a narrative survey of

some of the chief items in KU's Ellis collection of some 25,000 bound volumes and additional pamphlets, letters, drawings, manuscripts, and miscellaneous materials.

NEW GUIDES FOR STUDENT USE of university libraries have been published by the libraries of the University of California at Los Angeles and the University of Kansas. *Know Your Library*, the UCLA publication, appears for 1957-58 in its thirteenth edition. This edition has been edited by Everett T. Moore. *Students and Libraries at the University of Kansas* has been edited by Robert L. Quinsey.

THE UNIVERSITY OF LONDON LIBRARY has published in pamphlet form a *Record of the Proceedings at the Opening of the Sterling Library by Her Majesty Queen Elizabeth The Queen Mother, Chancellor of the University on 30 October, 1956*.

The Sweep of American History is a fifty-three-page booklet describing the 133 items from the Americana collection of Mr. and Mrs. Philip D. Sang currently being exhibited at Lincoln College, Lincoln, Illinois. The catalog includes seventeen reproductions of pieces in the exhibit.

"Our New Library Was Everybody's Business" is the title of an article by Charles B. Murphy in *The Pioneer* (July-August, 1957). Rev. Murphy is librarian at Seton Hall University, South Orange, New Jersey.

MISCELLANEOUS

THE AUGUST 20 issue of *Look* magazine, in the section entitled "Look Applauds," contains a photograph of Dr. L. R. Wilson together with a tribute to his fifty-six years as a librarian and his outstanding work in making libraries educational instruments in their own right.

ASLIB held a conference in London on October 30 on "Library Services in Technical Colleges."

STANFORD UNIVERSITY LIBRARY sponsored in October a meeting on information storage and retrieval. Speakers were Eva Lou

Robertson, librarian at the Lockheed Guided Missile Systems Division, and James P. Thurber, Jr., associate general secretary of Stanford University. John Henry Merryman, law librarian at Stanford, presided at the meeting.

The Scholarship and Student Loan Fund Committee of the SPECIAL LIBRARIES ASSOCIATION has announced two \$1,000 scholarships for the academic year 1958-59. These will be granted for graduate study in librarianship leading to a degree at an accredited library school. "Applicants must be college graduates of high academic achievement who need financial assistance in obtaining the professional education necessary for work in the special library field," states the announcement.

"Government Publications in the Field of Science and Technology" was the subject of a meeting sponsored by the CALIFORNIA LIBRARY ASSOCIATION DOCUMENTS COMMITTEE on November 15 at the Institute of the Aeronautical Sciences in Los Angeles. The program included discussions of the history of technical publications issued by the government, ASTIA operations, Atomic Energy Commission publications, technical reports, and scientific and technical government publications for the general public.

WILLIAM D. OVERMAN of the Firestone Tire and Rubber Company, Akron, Ohio, was elected president of the Society of American Archivists at the annual business meeting of the society held in Columbus, Ohio, in October.

THE EMORY UNIVERSITY LIBRARY held an open house November 15 to celebrate formally the completion of its program of remodeling and enlargement. William S. Dix, librarian of Princeton University, delivered an address at an evening program presented by the library. The open house was held in conjunction with the inauguration of S. Walter Martin as president of Emory. Miss Tommie Dora Barker, director emerita of the Emory Library School, represented ALA at the inauguration.

Personnel

RUTHERFORD D. ROGERS's acceptance of the post of chief assistant librarian, the Library of Congress, as of December, 1957 was announced August 15,



RUTHERFORD D. ROGERS

1957. L.C.'s accounts in general releases and its *Information Bulletin* trace the steps of his mounting progress from graduation in Iowa to chief of the reference department of the New York Public Library.

L.C. is getting one of the country's ablest librarians who combines experience with intelligence, success with modesty. As an administrator he guides with a gentle rein, and under his direction things seem to fall naturally into their proper places. In his three years at the New York Public Library, first as chief of the personnel office and, after 1954, chief of the reference department, he has won respect and loyalty, one reason being that, in addition to his more obvious qualities, he is, as his new associates will soon discover, a most loyal colleague.

L.C. has done well for itself and for the nation whose library it is. As good citizens we can be glad of that, and our congratulations can be sincere even though we have lost one of our top officers. We share his pleasure at this opportunity to do the important work he is undertaking. We know that he will do it well.

To keep the record in one place: Rutherford D. Rogers was born in Jessup, Iowa, in 1915; took his B.A. at Iowa State Teachers College and his M.A., in English, and B.S. in Library Science at Columbia. He was an assistant at NYPL in 1937 and 1938; held various positions in the Columbia College Library, leading to that of librarian, 1938-42; U.S. Army Air Force Air Transport Command, retiring with rank of Captain, 1942-1946; research analyst, Smith Barney and Company, New York, 1946-1948;

director of the Grosvenor Library, Buffalo, 1948-1952; director of the Rochester Public Library and Monroe County Library, 1952-1953; chief of the personnel office, NYPL, 1954; chief of the reference department, NYPL, 1955-1957.—Edward G. Freehafer.

RALPH E. ELLSWORTH, director of libraries at the State University of Iowa since 1943, will become director of libraries and professor of library science at the University of Colorado on January 1, 1958. He will succeed Dr. Eugene H. Wilson, who has become associate dean of faculties.

Dr. Ellsworth had been director of libraries and professor of bibliography at Colorado from 1937 to 1943, when he left for Iowa. He thus returns to the institution where he developed the plans for the Norlin Library, the first of the divisional university libraries.

Since he has been at Iowa, Dr. Ellsworth has been a consultant for many institutions planning new libraries. His latest work was with the planning of the Washington University Library in St. Louis. He received an honorary doctoral degree from Western Reserve University in February.

A former president of ACRL, Dr. Ellsworth has been a notable contributor to library literature. He has served for many years on the editorial staff of *CRL*.—M.F.T.

JAMES T. BABB, librarian of Yale University, has been honored by having a new \$50,000 scholarship fund named for him. Students from Idaho will benefit from these funds, which were given by the Steele-Reese Foundation, established by Eleanor Steele Reese, of Salmon, Idaho. Mr. Babb is a native of Lewiston, Idaho.

JERROLD ORNE, librarian at the University of North Carolina, received a commenda-



RALPH E. ELLSWORTH

tion from the United States Air Force prior to his departure from the Air University in August. The commendation reads in part: "As director of the Air University Library he gave new and effective direction to the organization, efficiently met the challenge for a dynamic service, and through his leadership developed plans that resulted in a library building and program that reflect great credit upon himself, the Air University, and the United States Air Force."

MISS MARY WATSON, librarian of the Curriculum Laboratory, Northwestern University has resigned to be married to Joseph Komidar, librarian at Tufts University, Medford, Mass.

ELIZABETH PEELER, head of the catalog department of the University of Miami Libraries, has been granted a year's leave of absence to serve in a similar capacity in the University College at Ibadan, Nigeria.

WILLA BOYSWORTH, librarian, Huntingdon College, Montgomery, Alabama, has received a Fulbright Award to teach library science in Pakistan.

MARGARET L. JOHNSON, librarian of Smith College, represented ALA at the inauguration of Richard Glenn Gettell as president of Mount Holyoke College, November 9.

JEAN H. McFARLAND, librarian of Vassar College, represented ALA at the inauguration of Val H. Wilson as president of Skidmore College, Saratoga Springs, N. Y., October 11.

EUGENE H. WILSON, associate dean of faculties at the University of Colorado, represented ALA at the inauguration of Eugene Ellsworth Dawson as president of Colorado Women's College, Denver, October 18.

STITH M. CAIN, librarian of Illinois Wesleyan University, was ALA's representative at the inauguration of Robert G. Bone as president of Illinois State Normal University, Normal, on October 4.

PAGE ACKERMAN has been elected vice-president (president-elect) of the Southern District of the California Library Association.

Appointments

MARIANNA ANDRES, formerly head of the circulation department, Evansville Public Library, is assistant librarian, Evansville College, Evansville, Indiana.

JANET AYERS is now reference librarian at the Technological Institute Library at Northwestern University.

JULIUS P. BARCLAY has been appointed special collections librarian at Stanford.

H. GORDON BECHANAN is now administrative assistant at the Harvard University Library.

HERBERT W. BECKWITH is now circulation desk librarian at Ohio State University.

HARRY BERGHOLZ is now chief bibliographer at the University of North Carolina Library. He will be responsible for evaluating the library's holdings and determining research and teaching needs.

FLORENCE BETHEA, associated with the Florida State University Library since 1928 and assistant librarian since 1944, is acting director of libraries.

GEORGE K. BOYCKE, formerly cataloger in the history of medicine division of the National Library of Medicine, Cleveland, is catalog librarian in the University of Michigan Law Library.

JACK E. BROWN, formerly first assistant in the science and technology division of the New York Public Library, is now chief librarian of the National Research Council of Canada.

ELEONORE R. BUEHL is now head cataloger at the new Falk Library of Health Professions, University of Pittsburgh.

Cecil Bull is cataloger in the University of Kentucky Medical Center Library.

BARBARA BULLER is librarian in the documents department of the University of California Library at Berkeley.

MARY JANE CARR, formerly head of the card preparation unit at Purdue University Library, is now librarian of Rockford College, Rockford, Illinois.

HALLIE HOUSTON CARSON, formerly librarian of the Mills Memorial Library in Nanticoke, Pennsylvania, is librarian of Athens College, Athens, Alabama.

ELIZABETH CLOFFELTER has been promoted to the position of cataloger in the University of Kentucky Library.

JOHN M. CONNOR, formerly technical librarian at the U.S. Naval Air Missile Test Center, is now librarian at the medical library of the Los Angeles County Medical Association.

CLARICE DAVIS is senior library assistant in the art library, University of California at Los Angeles.

GERTRUDE C. DAVIS is now librarian of Mary Baldwin College, Staunton, Virginia.

ELIZABETH DECHARMS is cataloger-general service librarian at Washington University, St. Louis.

MILIMIR DRAZIC, formerly with the University of Kentucky Library, is with the order department, Northwestern University.

CLINIO L. DUETTI has been appointed to the staff of the catalog department, Northwestern University. Mrs. Duetti is now acting head, acquisitions department, University of Illinois Library, Navy Pier.

JOSEPHINE DUNN is assistant cataloger, Miami University Library, Oxford, Ohio.

FRANK R. EATON is assistant reference librarian, Ohio University at Athens, Ohio.

KENNETH F. EMERICK has been appointed circulation librarian at Denison University.

WILLIAM D. EPPES, formerly supervisor, stack personnel, Columbia University Libraries, is now audio-visual coordinator, Newark State Teachers College.

GEORGIA FAISON, who retired as reference librarian at the University of North Carolina in June has been appointed reference librarian, general services division, at the State Library, in Raleigh.

MARION GANS is now librarian's assistant at Case Institute of Technology.

THEODORE GOULD is librarian in the order department of the University of California Library at Berkeley.

GWENDOLIN V. HEARD is principal library assistant in the reference department of the UCLA Library.

WILLIAM HUFF is now head, serials division, University of Illinois Library.

MARIANNA A. JOHNSON has joined the acquisitions section of the bio-medical library at the UCLA Library.

RICHARD D. JOHNSON is now reference librarian in the division of humanities and social sciences at Stanford.

KLAUS W. JONAS, formerly of the Yale University Library, is now an assistant professor at the University of Pittsburgh and curator of the center of Maugham studies.

ROBERTA CANNELL KENISTON, formerly head of the reference department of Eastern Michigan College of Education, Ypsilanti, is librarian in the University of Michigan Undergraduate Library.

LOUIS A. KENNEY, formerly serials cataloger at the University of Illinois Library, is chief of technical services at the Illinois State Library in Springfield.

NORMAN KILPATRICK has resigned as librarian of Florida State University.

MILICENT KNIGHT is assistant in the gift and exchange department of the acquisition division, Stanford University Library.

HAROLD E. KOFI is principal humanities librarian at the Stanford University Library.

OLIVE JO LAMB has been appointed cataloger at State Teachers College, Jacksonville, Alabama.

ZION LEVY, a native of Syria and graduate of the Pratt Institute Library School, has

been appointed cataloger of the Wagner College Library, Staten Island.

DONALD E. LUCK is now with the catalog section of the UCLA biomedical library.

MARCELLA MCGEE has joined the staff of the catalog department at Antioch College.

JOHN MCKENNA has been appointed librarian at Colby College, Waterville, Maine.

RACHEL S. MARTIN is now assistant librarian in charge of the Women's College Library, Furman University, Greenville, South Carolina.

T. H. MILBY is now librarian of the National College for Christian Workers in Kansas City.

ARTHUR W. MIYAZAKI is a cataloger in the Ohio State University Library.

SYBIL NELSON is the new reference librarian at Birmingham-Southern College.

GEORGE L. OLSEN is now librarian of Newberry College, Newberry, South Carolina.

LEROY D. ORTOPAN has been appointed head cataloger, Northwestern University Library.

DORIS E. PAHLAND is now a member of the humanities and social sciences division of the Stanford University Library.

ELIZA PIETICH is now a member of the staff of the rare books department of the University of California Library at Berkeley.

JACK PLOTKIN is chief circulation librarian at the Stanford University Library.

CLARA RALMON has joined the catalog department of the UCLA Library.

MARIE RAPP, formerly with the Centro Regional de Educacion Fundamental, Para La Americana Latina is head, reference department, University of Illinois Library, Navy Pier.

CARROLL F. REYNOLDS has been appointed librarian of the Falk Library of Health Professions at the University of Pittsburgh.

ALCIRA RUIZ-LARRE is the new president of the Asocion Bibliotecaria Venezolana; Carlos Salvaticita is vice-president for 1957-58.

THEODORE SAMORE is now periodicals librarian of Ball State Teachers College, Muncie, Indiana.

KURT SCHWERIN, assistant librarian of the Northwestern University Law Library, has been appointed research associate in international and comparative law in the Northwestern Law School and lecturer in international relations and comparative government at Depaul University.

MARION SMITH has been appointed director of the Jackson Library on Business at Stanford University.

HAROLD F. SMITH has been appointed assistant social studies librarian at Southern Illinois University.

JENNIE AKARD SPURGEON joined the cataloging staff of the University of Tennessee Library on July 1, 1957.

JAY W. STEIN, formerly librarian of Southwestern at Memphis, is librarian of Elmhurst College.

LEWIS F. STIEG, director of the University of Southern California Library, will serve as director of the Library School in the University of Ankara for the next two years.

WILLIAM V. STONE has been promoted from assistant librarian to head librarian of the Downtown Division Library, St. John's University, Brooklyn, New York.

HJORDIS TANGEN has been appointed cataloger at the Hoover Institution, Stanford University.

ERNEST A. THOMAS is now director of the Toreyson Library, Arkansas State Teachers College, Conway, Arkansas. He has been head librarian of Southwestern State College, Weatherford, Oklahoma.

ELOYDE TOVEY is a member of the staff of the gifts and exchange department of the University of California Library at Berkeley.

RUSSELL TRUDELL has been promoted to

head, public service department, Remmelae Polytechnic Institute.

KIYOKO J. TSUTSUMI is senior library assistant in the biology library at Stanford.

JOHN WEATHERFORD is now assistant director of libraries at Miami University, Oxford, Ohio.

LEE WEHLE is with the reference department at the UCLA Library.

BROOKE WHITING, has joined the staff of the department of special collections, at the UCLA Library.

WILMA E. WINTERS, formerly assistant librarian in the Boston University School of Medicine, is assistant librarian of the Boston Medical Library.

The University of Chicago has announced the following appointments: ROLLAND DICKSON, assistant curator, special collections; BARBARA HILLMAN, librarian of the periodical reading room; SABINA WAGNER, circulation and reference librarian, biology library.

At the University of North Carolina, the following staff changes have been announced: WILLIAM R. PULLEN as assistant librarian for technical processes; I. T. LITTLETON assistant librarian for personnel. CATHERINE MAYBURY is now head, documents department. JOAN DAVIS is librarian of the UNCL project, and BETTY MARKS, administrative assistant to the librarian.

The University of Oregon Library has announced the appointments of JUDITH

ELLIOT as catalog librarian, ALFRED HEILFERN as acquisition librarian, and WINIFRED LADLEY as assistant professor of library science.

Among the appointments made at the University of Pittsburgh Library are the following: MARGARET ALLAN, of the National Library of Scotland, Edinburgh, trainee; HELEN HOCH, cataloger of foreign publications; and FRANK MCGOWAN, bibliographer.

Among recent additions to the staff at Southern University Library are the following: MILLER BOORD, regional librarian for Southern Illinois under the New Federal Library Service program; ANNETTE L. HOAGE, assistant cataloger; BILL V. ISOM, assistant education librarian; VIOLA L. JAMES, visiting lecturer for 1957-58 in the newly organized department of instructional materials; FLOYD R. MEYER, librarian, newly organized East St. Louis Residence Center; HAROLD F. SMITH, assistant social studies librarian; EARL TANNENBAUM, assistant humanities librarian; CORA E. THOMASSEN, librarian, University School.

Recent appointments to the Duke University Library staff include the following: PIERRE B. BERRY and BETTY WAH WONG, serials catalogers; DEWEY F. PRUETT, JR., subject cataloger; WINSTON BROADFOOT, director of the George Washington Flowers Collection of Southern Americana.

The Transportation Center Library at Northwestern University has announced the appointment of MARIANNE YATES as head of public services and FRANCES SMITH as head of technical processes.

Retirements

IRENE BAYLARD, a member of the staff of the University of California Library at Berkeley for thirty-one years, retired at the end of August. She was associated during most of her career with the gift and exchange department.

EDITH C. CHENEY, librarian of Temple University from 1926 to 1936, retired this year. When Miss Cheney came to Temple in 1926 the main library consisted of a single room in what is now the Chemistry Building. She worked with the staff, administra-

tion, and architects through the planning and construction of the Sullivan Memorial Library. She introduced and carried to completion the reclassification and recataloging of the collections. From 1936 to 1946 she served as assistant librarian, and for the last eleven years has been curator of the Conwelliana-Templana Collections.

Miss Cheney, the daughter of James W. Cheney, who had been librarian of the U.S. Department of the Army, had been on the staffs of several Washington libraries

before taking over her duties at Temple. These included the libraries of the Bureau of Education, State Department, and the Federal Reserve Board, as well as the Library of Congress.

Her many friends and colleagues wish her happiness in her retirement at Stone Harbor, New Jersey, where she has had a cottage for many years. The numerous young people whom she has encouraged to go into librarianship during the last thirty-one years join in this wish.—*M.F.T.*

MARGARET S. GILL has retired as librarian of the National Research Council of Canada after serving there for twenty-nine years.

HARRIET G. LONG, professor of library science at Western Reserve University, has retired after twenty-five years of service.

MARION H. PIETSCH recently retired from the University of Chicago Library after forty years of service as periodical librarian and librarian for the School of Business.

Necrology

FLORENCE CRAIG, special bibliographer at the Stanford University Library died on September 10. She had been on the staffs of the bibliography and catalog division since 1918. In 1925-26 she was editor of the *International Index*.

BURTON F. HOOD, senior library assistant at Stanford University Library died August 25 at the age of sixty-two.

ALICE L. HOPKINS, retired director of the Simmons College School of Library Science, died on February 13. She served at Simmons from 1912 to 1948.

KATHERINE RAY WICKSON, associated with the University of California Library at Berkeley from 1919 to 1945, died on September 9.

Foreign Libraries

RICARDO CASTANEDA PAGANINI, formerly minister of education and subsequently Guatemalan representative to the United Nations, has been appointed director of the Biblioteca Nacional in Guatemala. BENJAMIN GODOY, whom Castafieda replaces, will be Supervisor General de Bibliotecas in the Ministry of Education. Castafieda had previously been director of the Biblioteca Nacional, but he resigned to assume the education portfolio in 1948.

FRÉDÉRIC GARDY, director of the Bibliothèque Publique et Universitaire of Geneva from 1906 until 1937, died on May 19, 1957, at the age of eighty-seven.

HELMUT LUFT, deputy director of the Deutsche Staatsbibliothek in Berlin, died suddenly on June 28.

W. P. SOMMERFELDT, associated with the University of Oslo Library from 1902 until 1950, died on February 17, at the age of seventy-five. From 1921 until 1945 he edited the *Norsk Bokfortegnelse*, and he started the *Norsk Tidsskriftindex* in 1919.

CHARLES SCHMIDT, Inspector General of French Libraries and Archives from 1928 to 1940, died on February 6, 1956, at the age of eighty-three.

Adequacy of Engineering Resources

(Continued from page 460)

61.5 per cent, were foreign publications. Also it might be pointed out that 11, or 28.2 per cent of these missing titles were listed in the *Union List of Serials* as being at the Engineering Societies Library. However, it should be added that a complete comparative run of the serial titles was not made, and it is possible that the Engineering Societies Library might show an equal or greater percentage of titles unavailable.

The total number of titles, both serial and monographic, which was used on these dissertations, was 373. Of this total, 66, or 17.6 per cent, were unavailable at Columbia. There are no comparable data to show if this is particularly high, low, or a possible median figure. The only findings which are at all relevant are those compiled by Stevens. He studied one hundred dissertations done in five fields at three universities. The fields were American History, Classical Languages and Literature, Education, Botany, and Psychology. He sorted the dissertations according to the basic methodology employed, i.e., historical, textual, and experimental. The following table is taken from his dissertation.⁷

Type of Dissertation	Per Cent Not in Libraries
Historical	41.36
Textual	21.59
Experimental	11.52

⁷ *Op. cit.*, leaf 30.

The engineering dissertations studied do not fall neatly into any one of these categories. It is possible that the majority of them might be classified as experimental in nature, but at least two would overlap into the historical. There are too many variables existing between this study and Stevens's much more comprehensive one to make the figures he gives more than merely analogous. In view of his findings, though, it is probable that an assumption might be warranted that no university library collection can—or even should—supply 100 per cent of the materials used in doctoral research. Here again is a topic for further study. What degree of support is given at Columbia in other disciplines in research on the doctoral level?

The figures gleaned in this study showing Columbia could not supply 14 per cent of the monographic titles and 21.5 per cent of the serial titles cited in these twenty-three recent dissertations. If enough such "bits" of information can be secured, Columbia would have some quantitative criteria for the evaluation of its collection, at least insofar as its ability to support doctoral research is concerned. If, on the other hand, other libraries which must render support to doctoral research in the fields of engineering covered in this study could gather similar data, a set of standards for resources in these fields could be set up as a measuring device.

Membership Vote Cancels Council on Move

The mail vote of ALA membership determined that ALA Headquarters will not remove to Washington, D. C., as the Council voted in June at the ALA Conference in Kansas City. The vote was 5,749 to set aside the Council action, 2,199 to sustain the action. Under the ALA Constitution, at least one quarter of the membership had to participate in the vote. ALA's total membership is about twenty thousand.

Review Articles

Recent Foreign Books on the Graphic Arts, Bibliography, and Library Science

Horst Kunze's *Bibliotheksverwaltungslehre* (Leipzig, VEB Otto Harrasowitz, 1956) is the first volume in a new series of "Lehrbücher für den Nachwuchs an wissenschaftlichen Bibliotheken." It is a comprehensive manual of administrative practices in scholarly libraries, based primarily on the existing situation in East Germany, but frequently drawing parallels with West Germany, the U. S. S. R., Western Europe, and the United States. Logically organized, annotated with references to the most important literature, and provided with a full index, Kunze's book meets the basic standards of both a textbook for beginners and of a reference work for experienced librarians.

For the non-German librarian, Kunze's book has two special virtues: (1) It provides a brief account of continental practices which vary from the Anglo-American, often with a brief historical note. For example, the traditional German abhorrence for non-lending reference libraries is explained. The background for the *Preussische Instruktion* and its development are summarized in concise and intelligible terms. The nature and function of union catalogs in Germany will be much clearer to American librarians who read the six pages on this subject. (2) The contrast with American practices, often brought out explicitly by Kunze, is enlightening and sometimes even suggestive.

Until the second volume of the second edition of the *Handbuch der Bibliothekswissenschaft* appears, Kunze's work will be the definitive treatment of library administration in Germany, and even thereafter. Kunze's lucid style and well-developed sense of logical organization will insure him a sizable audience for years to come. Wilhelm Krabbe and Wilhelm Martin Luther, two West German librarians, are the authors of

a similar book printed in 1953 in West Germany, *Lehrbuch der Bibliotheksverwaltungslehre*, an outstanding manual but nevertheless somewhat short of Kunze's book on several points of scope and of organization of material. Both Kunze and Krabbe-Luther should be available in American research libraries.

SPECIAL LIBRARIES

A compact, well-organized manual for special library work is *Die wissenschaftliche Fachbibliothek* (Leipzig, VEB Otto Harrasowitz, 1956) by Joachim Brämer and Dieter Vogel. An outline of the organization into chapters provides some idea of the scope: personnel and budget, spatial arrangements and equipment, acquisitions, cataloging, arrangement of books on the shelves, publicizing the holdings, circulation and information services, cooperation with other libraries, statistics, evaluation of technical literature and related bibliographical work, records, reports, and photographic services. The bibliography is a useful selective list of German works on special libraries, with a few English and Russian entries; but it could have been far more useful if more works from the rich American literature on special libraries had been cited.

Brämer and Vogel have a firm grasp of their subject, and, while they direct their manual at continental practices in particular, there are many specific points on which their text is universally valid. The spatial calculations for readers, librarians, books, and furniture (p. 18 *et seq.*), the structure and maintenance of the classed catalog (p. 45 *et seq.*), and the notes on copyright (p. 121), are a few examples of sections that may be particularly valuable to us. Perhaps most impressive is the emphasis on special libraries in the countries with "people's democracies." Not only in East Germany but elsewhere beyond the Oder, special libraries are thriving, and many of them have developed unusually valuable collections and services.

SOVIET LIBRARIANSHIP

V pomoshch' rabotnikam massovykh bibliotek (Moscow, Gosudarstvennoe izdatel-

stvo kul'turno-prosvetitel'noi literatury, 1956; 489 pp.), edited by M. A. Potanova, is a representative collection of articles from recent volumes of the periodical *Bibliotekar*. Librarians who do not follow *Bibliotekar* regularly will find that this volume provides much insight into ideas, policies, and programs of Soviet librarianship. As in nearly all current Russian works in the field of librarianship, there is an excess of doctrinaire Marxism that has no special place in technical and scholarly works, but there is probably an equal amount of trite sentiment about the virtues of democracy in our library literature. The significant thing about this book is that it summarizes the present status of Soviet librarianship, and the resulting picture is one that suggests strongly the need for much more careful study of modern Russian library techniques than we have made in the past.

The various essays in this volume are in eight groups: (1) political and scholarly aspects of librarianship; (2) bibliographical studies of certain classical Russian authors; (3) the library and formal education; (4) rural library service; (5) problems of readers' advisors; (6) catalogs; (7) work with children and young people; and (8) library history of the U. S. S. R. The second group is an important contribution to literary history as a key to contemporary Russian ideas about some of the leading authors in that language. The sixth group, on cataloging, deserves special study by acquisitions workers and catalogers, particularly in libraries that acquire a number of publications in Cyrillic alphabets. On the whole, the entire book may be read with profit, for it opens many approaches to librarianship which are at considerable variance with our practices but which have much to offer to us.

DANISH ROYAL LIBRARY

The third volume (1956) of *Fund og Forskning*, the annual publication of the Danish Royal Library which is based largely on that library's holdings, contains thirteen articles, all provided with English summaries. Most of the articles deal with Danish subjects, but there are also many points of broader international interest. Palle Birke-lund's article on Joergen Andresen Boelling,

royal librarian in 1861-62, refers to letters from Longfellow to Boelling now in the Royal Library. The Mozart bicentennial is celebrated with one article by Kaare Olsen on a leaf from Mozart's diary, now in the Royal Library, and with another by R. Pauli on the Widow Mozart (whose second husband was the Dane G. N. Nissen) and the Danish composer C. E. F. Weyse. H. P. Rohde, a tireless student of the history of bookbinding, has identified hitherto unknown bindings by Jakob Krause, Anthoni Ludwig (Krause's master), and Caspar Meuser (Krause's pupil). R. Edelmann, the Royal Library's authority on Hebraica, describes the Hebrew incunabula of Lazarus Goldschmidt (forty-four volumes and three fragments) acquired by the library in 1949. It should be remembered that the acquisition in 1932 of the great collection of Hebraica assembled by David Simonsen made the Danish Royal Library one of the outstanding libraries in this field. Henning Eilersen describes eleven other incunabula acquired by the library in 1945-56. Mogens Haugsted continues his article on Danish printers' marks begun in the second volume (1955) of *Fund og Forskning*. In this one he discusses the late seventeenth century, and in a concluding article he will discuss the eighteenth century. Ove K. Nordstrand makes his contribution to the history of the book with a valuable article on the first Danish books on illumination. Other articles deal with Struensee, Paul Martin Moeller and his biographer F. C. Olsen, Georg Brandes and his enemies who kept him from a professional appointment in Copenhagen, and two H. C. Andersen dedications. Like its two predecessors, this volume of *Fund og Forskning* is distinguished for scholarly articles of a high order, based on the resources of one of the world's greatest libraries.

DRESDEN

On two fateful nights in 1945 (February 13 and March 2) we managed to destroy the Japanese Palace in Dresden, home of the Sächsische Landesbibliothek, and nearly half of its collection. The tragic part of this tale is that neither of the great air raids was really necessary, for the Red Army was already hammering at the gates of Saxony.

In the ten years since the catastrophe, the library has reassembled its surviving holdings, restored some of its rariora (including the great collection of Jakob Krause bindings), and added over one hundred thousand new volumes. This story and much more appear in the quadricentennial jubilee volume, *Sächsische Landesbibliothek, Dresden* (Leipzig, VEB Otto Harrassowitz, 1956). In the four centuries since the founding by Elector August of Saxony, the library has developed some remarkable collections, many of which have survived the war, and, in the last century, an effective administrative organization.

The *Festschrift* covers catalogs, special collections, the *Buchmuseum*, and the history of the library. In the section on the catalogs there is a minute description of each catalog. The rules of the catchword catalog, compiled by Heinz Trepte, are especially interesting for non-Germans. In the section on special collections there are notes on the rich holdings in manuscripts, maps, and music. The section on the book museum also contains detailed notes on the current exhibit, ranging from block books (an *Art Moriendi* of 1405) to oriental and American (Mayan) manuscripts. Twenty-eight Jakob Krause bindings and two bindings by Krause's pupil, Caspar Meuser, are displayed. The frontispiece shows a magnificent Krause binding of 1573. This *Festschrift* is a memorable and edifying volume, a worthy monument to a great library which was nearly destroyed but which has come back stronger than ever.

ARCHEOLOGY

A substantial series of scholarly studies in philology and history is the *Studier fra Sprog- og Oldtidsforskning*, sponsored by the Filologisk-Historiske Samfund of Copenhagen. No. 227 is Mogens Weitemeyer's *Babylonske og Assyriske Biblioteker* (Copenhagen, Branner og Korch, 1955, 104 pp., 10 pl.), a comprehensive history of Babylonian and Assyrian libraries that takes us far beyond the status of scholarly investigations represented in the well-known works of Milkau and Chiera. Weitemeyer summarizes the reports of investigations at each of the sites of major excavations, giving special emphasis to discoveries of all types of clay tablets.

The latter part of the study deals with actual archival and library organization (buildings, cataloging, shelving, clay tablets as votive offerings, divine protection of tablets, and organization for use). Maps, a list of symbols, an extensive critical apparatus, and photographs complete the work.

Weitemeyer traces the rise of the Babylonian-Assyrian clay tablet libraries to records of temple finances. General temple and palace archives gradually developed from this point. The latter are most commonly located in Assyria, but also private archives may be found. In general, Weitemeyer emphasizes the close connection between archives and the community's economic life. From the archives it was an easy step to the addition of literary, historical (chronological), and mathematical texts. The first libraries in the true sense came during the Isin-Larsa-Babylon period, when the Akkadian language and culture were supplanting the Sumerian, a time of much literary activity. Later on, collections of Sumerian-Akkadian literature were found beyond the limits of Babylon, in such places as Ashur, Ugarit, Tell-el-Amarna, and Hattusha, a reflection of the Assyrian policy of absorbing and perpetuating Babylonian culture. Weitemeyer concludes that these libraries not only served as guardians of tradition but also as instruments for spreading Babylonian culture to the Hittites, the Egyptians, the Hebrews, and the Aramaeans.

It is unfortunate that this exceptionally important chapter—indeed, the first chapter—in the history of libraries is in a relatively little-known language. The publishers should find it well worth while to bring out an English, German, or French edition. The book presents no new facts or ideas, but there is no other equally competent résumé of the subject.

SOVIET PERIODICALS

From the Institut Istorii Estestvoznaniia i Tekhniki of the Akademia Nauk S. S. S. R. comes I. U. A. Mezhenko's important bibliography of *Russkaia tekhnicheskaiia periodika 1800-1916* (Moscow, Izdatel'stvo Akademii Nauk S. S. S. R., 1955; 300 pp.). This work lists 415 technical journals published in Russian during the nineteenth century and up to the revolution. Mezhenko includes ex-

tensive bibliographical information about each entry, viz., dates of publication, editors, publishers, format and pagination (indicating changes during the entire history of the publication), indices, supplements, and objectives and policies. There are a number of facsimiles of title pages, first pages, and covers of some of the more important periodicals. The arrangement is alphabetical by title; and the indexes include a summarized alphabetical list of titles, a classified index, a topographical index of places of publication (with a surprising number in the provinces, outside of St. Petersburg and Moscow), a chronological list (with about 70 per cent falling in the short period between 1900 and 1916), an index of editors and publishers, an index of collaborators and authors mentioned in the various entries, an index of exhibitions, an index of congresses and conferences, an index of agencies and institutions, an index of copy-righted journals, and an index of learned societies.

Many of the periodicals listed by Mezhenko do not exist in American libraries, if a sample check of some fifty titles in various union lists, union catalogs, and lists of journals held by a few special libraries may be trusted. Whether they are needed here is open to question, since many of them are clearly secondary and local. On the other hand, the Russians have a special genius for publishing occasional important works in obscure organs. All of them, moreover, form a certain part of the background for the enormous technological advances of the Soviet Union in the last three decades. A careful study of the need for reproducing (if possible) those journals that American libraries do not have would not be a waste of time.

The over-all quality of the various titles contrasts unfavorably with post-revolutionary titles. A comparison of this list with Russian journals issued in the last three decades would be a significant chapter of cultural history.

UNION LIST

Josef Lomský is the editor of *Soupis cizozemských periodik technických a průmyslových v knihovnách Československé Republiky* (Prague, Nakladatelství Československé aka-

demie věd, 1955-56; 2 vols.), an important union list of technical and scientific journals in Czechoslovakian libraries. The two volumes include some eleven thousand titles with locations and holdings in all scholarly libraries in Bohemia, Moravia, and Slovakia. From a practical standpoint, the list will be useful to western European and American libraries for the identification of many obscure central European and Slavic publications. Czech librarians have been remarkably zealous, however, in the collection of basic scientific literature, and the list also includes many unusual, often rare, titles from western Europe, Africa, and Asia. Czech libraries seem to be only fairly strong in North American scientific periodical literature, although all of the more important titles are on hand; and a noticeable deficiency is the paucity of Spanish and Latin-American journals. The editorial work has been meticulously accurate, and hardly any typographical errors may be found, despite the large number of languages represented in the list.

FESTSCHRIFTEN

Ulf Kjaer Hansen's *Danske Jubileums-skrifter; en Bibliografi og et Forsøg på en Furdering* (Copenhagen, Einar Harcks Forlag, 1955; "Skrifter for Salgsorganisation og Reklame ved Handelshøjskolen i København," 18) is a guide to a body of literature that often contains basic source material. If, however, a quick check of eighty entries in the National Union Catalog is a dependable guide to their availability in this country, few American libraries own them. Only seven locations were found.

The Danes are great enthusiasts for anniversary volumes in all fields of human endeavor. Newspapers, restaurants, museums, banks, singing societies, dairies, soccer teams, and brandy distilleries are among the wide variety of honorees which may be found in this bibliography. Some of the titles are unimportant, but others, such as H. P. Rohde's *Dansk Bogillustration 1800-1890* or T. Vogel-Jørgensen's *Berlingske Tidende gennem to Hundrede Aar, 1749-1949* (1959: 3 vols.), are of greatest importance. Hansen lists over five thousand jubilee publications from 1723 to 1950. The arrangement is by year and alphabetically by author under each

year. Unfortunately, there is no author or subject index. Hansen's introductory essay on the development of the genre, its character, function, and content, and the volume of publication is a valuable contribution to the history of publishing. There is no English summary, a customary feature of other volumes in this series. The bibliography is, nevertheless, a reference work of considerable value and has a place in all large libraries.

ILLUSTRATED BIBLIOGRAPHY

The publication of the fourth and final volume of Joachim Kirchner's *Lexikon des Buchwesens* marks the completion of a significant reference work, of which the last two volumes have no counterpart in modern times. The third and fourth volumes are a *Bilderatlas zum Buchwesen* and constitute a pictorial record of all aspects of the book, bibliography, and librarianship. To assemble a comparable graphic record of the book, it would be necessary to go through a collection of books and periodicals that may be found only in the largest libraries.

The first volume of illustrations (vol. III of the whole work) contained material on the book in general, book illustration, and bookbinding, amounting to 412 illustrations in all. The second volume of illustrations (vol. IV of the whole work) contains material on printing, paper, the book trade, libraries, and book collecting, 545 illustrations in all. The problem of selection was clearly a difficult one, and all such works are open to criticism. Kirchner, however, has surely attained his basic objective of adequate pictorial documentation of the book.

The section on libraries is especially significant, for it includes many exteriors and interiors not generally familiar to American librarians. The Jagiellonian Library in Cracow, the new University of Saarbrücken Library, and the Bulgarian National Library are a few which rarely appear in publications read by English-speaking librarians. There are several interesting examples of the old hall-library for such noble collections as the Austrian National Library or the St. Gall Stiftsbibliothek (but totally inadequate for a modern functional library).

The two volumes of the *Bilderatlas zum Buchwesen* should be required for study somewhere in the professional training of every librarian and bookseller. Without a graphic concept of the material reproduced in these two volumes, a bookman can be at best little more than an ambulant Univac machine.

SWEDISH PRINTING

Bengt Bengtsson's *Svenskt stilgjuteri före år 1700; studier i svensk boktryckerihistoria* (Stockholm, Skolan för bokhantverk, 1956) is one of those distinguished Scandinavian doctoral dissertations which deserve a far better fate than interment in the compact bookstacks of MILC. The history of type founding in Sweden reflects, in general, the same trends that were dominant nearly everywhere north of the Alps. At the same time, however, the embryonic state of European industry and the problems of transportation compelled all printers to show considerable resourcefulness as type founders and even ink, press, and occasionally paper manufacturers. One of the most remarkable innovations was the creation of a runic alphabet by the learned antiquarian Johannes Bureus, around the beginning of the seventeenth century. Another unusual aspect of Swedish type founding was the work of Peter van Selow after 1618. He was originally employed to cut Cyrillic types for Sweden's new Baltic provinces, but soon he acquired a virtual monopoly on type production, both Gothic and Roman. In general, German influences were predominant in Swedish type design until the latter part of the seventeenth century, when Dutch influences became predominant.

Bengtsson's meticulous study has taken him not only to collections of early Swedish printed books but also to long-forgotten specimen sheets, estate inventories, and related documents. The text is richly illustrated with facsimiles, and there is an extensive English summary. Bengtsson's work is a cornerstone in Swedish typographical studies and a model for similar studies in other countries.

LITERARY DICTIONARIES

A series of recent German literary dictionaries deserves special attention, since the

entire group has relatively little duplication, and each volume has its particular use. The *Kleines literarisches Lexikon* (Bern, Francke, 1953), edited by Wolfgang Kayser, incorporates three earlier literary dictionaries published by Francke as vols. 15-17 of the well known "Sammlung Dalp," viz., *Literarisches Sachwörterbuch*, *Deutsche Literatur*, and *Weltliteratur*. The first 162 pages of this new edition constitute a separate dictionary of literary terms, genres, and concepts. The next 415 pages include an alphabetical bibliographical dictionary of world literature. The last twenty-five pages contain an index arranged according to national literatures, with a list of authors on whom there are articles under each literature and a few chrestomathies. Most of the articles in both parts of the dictionary proper contain references mainly, but not exclusively, in German. The articles are not signed, but the introduction lists the contributors in each field.

The *Kleines literarisches Lexikon* is handy, accurate, and authoritative. As a desk reference, it has no equal among single-volume works in small format. Quite naturally, the job of selection was the most difficult. The twenty American authors are well chosen (although there is the ubiquitous Jack London, a *sine qua non* for a European work dealing with American literature) and are given the right proportional space. There is an overwhelming proportion of German writers, but it is the announced intention of the work to be a dictionary of world literature and German literature.

LITERARY HANDBOOK

For students of classical literature who find the *Oxford Classical Dictionary* a bit too ponderous for desk use, the *Oxford Companion to Classical Literature* (1937) or the recent *Kleines Lexikon der Antike* (Bern, Francke, 1950; 2nd ed.; "Sammlung Dalp," vol. 14) by Otto Hiltbrunner are considerably more practical for ready reference. Hiltbrunner and the *Oxford Companion* cover essentially the same ground, but they use a large proportion of different entry words and thus supplement one another. Hiltbrunner has the useful feature of short bibliographies, missing from the *Oxford*

Companion and many short reference books of a similar type in English. Hiltbrunner covers all aspects of antiquity, including literature, history, art, philosophy, geography, and mythology. His chronological range extends from pre-Homeric times up to the sixth century A.D. Just as in the *Kleines literarisches Lexikon*, the most difficult problem in compiling the *Kleines Lexikon der Antike* was selection and limitation. Hiltbrunner met this challenge admirably, and the final result is a dependable but convenient work that should find a home not only in scholars' studies but also in libraries' reference collections.

MODERN LITERATURE

Two dictionaries of modern literature by Franz Lennartz have appeared in the series of "Kröners Taschenausgaben." The first is *Dichter und Schriftsteller unserer Zeit* (Stuttgart, Alfred Kröner Verlag, 1954; 6th ed. of *Die Dichter unserer Zeit*), with biographies of 273 modern German authors, and the second is *Ausländische Dichter und Schriftsteller unserer Zeit* (Stuttgart, Alfred Kröner Verlag, 1955), with biographies of over three hundred non-German writers. Much like such works as *Twentieth Century Authors*, these two books have compact, highly readable sketches of writers who have been productive in the last fifty years.

The volume on German writers is especially valuable. It covers many authors whose names appear frequently in the English-language press, but who are known only slightly outside of German-speaking countries. At the same time, we get new insights into the work of such well-translated authors as Franz Werfel, Stefan Zweig, or Lion Feuchtwanger. Lennartz includes not only belletristic writers but also journalists such as C. W. Ceram (Kurt W. Marek), travellers such as Heinrich Hauser, and other modern German writers in all fields who have enjoyed a wide readership. Lennartz' work is a useful and entertaining companion to twentieth-century German literature.

The problem of compiling the book on *Ausländische Dichter und Schriftsteller unserer Zeit* was a difficult one. In general, Lennartz' choices are felicitous, and he has omitted no major writer in any language.

The sketches range from one to ten pages and are written in an unusually spritely style for a reference work, but without the loss of dignity and perspective. Only belletristic writers are included. All their major works are mentioned in the text of the article, and a symbol is used to indicate whether German translations exist. This latter feature is quite valuable in the case of certain Slavic authors whose works have not been completely translated into English.

Together, Lennartz' two volumes are exceptionally useful for the study of modern literature. They are actually more than ordinary literary biographical dictionaries, since many of the articles are long enough to provide some critical perspective.

BILINGUAL DICTIONARY

To evaluate properly any bilingual dictionary requires constant use over a period of several years to ascertain its comprehensiveness, accuracy, adaptability to various types of reading matter, sense for idiom and syntax, and the utility of its special features. The late Karl Wildhagen's *English-German Dictionary* (Wiesbaden, Brandstetter Verlag, 1956; 6th ed.) assumed its present form with the third edition of 1946, and it has been widely accepted in German-speaking countries, although it is somewhat less well known in English-speaking countries.

The second volume, *German-English Dictionary* (Wiesbaden, Brandstetter Verlag, 1958) required eight years for completion by Will Héraucourt, and those who have used it for the past four years have found in it substantially the same qualities that distinguished the first volume. With the supplementary material, the second volume includes 1,345 closely printed, double-columned pages (as against 822 triple-columned pages in the English-German volume); and it is likely that no other desk dictionary with one volume for each alphabet exceeds it in scope. Like virtually all continental bilingual dictionaries, the Wildhagen-Héraucourt shows a definite bias towards British English; due attention is, nevertheless, given to American idiom and pronunciation. There is a high degree of idiomatic accuracy, and particular attention is given to specialized jargons. The vocabularies of

printing and bookbinding were checked in the Wildhagen-Héraucourt and in three other German-English desk dictionaries. None included all the less well-known terms, but the Wildhagen-Héraucourt contained a larger number of the more common terms than any other. Special sections in the German-English volume are given over to geographical names, abbreviations, weights and measures, and German paradigms. Of all the English-German and German-English desk dictionaries in print at present, the Wildhagen-Héraucourt may be given the highest recommendation.

PHILOSOPHY

With Hinrich Knittermeyer's revision of the second volume of Karl Vorländer's *Geschichte der Philosophie* (Hamburg, Verlag von Richard Meiner, 1955; 9th ed.) under the title of "Die Philosophie der Neuzeit bis Kant," the first postwar edition of this now classic history of philosophy is two-thirds complete. The ninth edition of the first volume appeared in 1949 under the editorship of Erwin Metzke and with a concluding chapter (mainly on Nicholas of Cusa) by the late Ernst Hoffmann. A final volume, "Nachkantische Philosophie bis zur Gegenwart," to conclude the set, will appear early in 1958 under the editorship of Professor Knittermeyer. Vorländer's great work is probably the most convenient of all short histories of philosophy, and the slow process of revision of *Überweg* makes Vorländer a fundamental piece of furniture in any philosopher's study or scholarly library. Most valuable of all are the carefully selected bibliographies of secondary literature to accompany the lists of critical editions. At the same time, however, the narrative part of the history is compact, accurate, and well adapted to ready reference.

The entire text and bibliographies have been completely revised from the prewar edition. Special attention should be given to the revision of Hoffmann's pages on Nicholas Cusa. Hoffmann's monumental edition of Nicholas and the recognition of Cusanus as one of the last German mystics have necessitated this chapter. Knittermeyer's detailed treatment of the life and teachings of Kant is a special feature of his revision of the second volume.

It will be easy to criticize the new ninth edition of Vorländer as superficial, but actual use will prove it to be sound and reliable. It strikes at the truly climactic points of western philosophy, and constant revision has endowed it with utmost clarity and precision. Any library would be well advised to check the bibliographies against its catalog.—*Lawrence S. Thompson, University of Kentucky Libraries.*

International Relations

Training of Specialists in International Relations. By C. Dale Fuller. Washington: American Council on Education, 1957. 136p. \$3.00.

This analysis of current graduate programs available to would-be specialists in international relations has a three-fold interest for librarians. The author, who is chairman of the Department of International Relations at the University of Denver, defines the field, sketches the programs offered and analyzes their strength and weakness.

The librarian-educator who has the responsibility of furnishing materials and services to the faculty members and students in the field of international relations will gain from this study an understanding of the breadth and variety of their interests. A large percentage of the graduates specializing in international relations emerge as teachers. They in turn will make demands on college and university libraries. Implied, although not specifically mentioned, is the fact that the extent to which they have learned during their training period to use library resources effectively, will in turn affect the use that their students will make of academic libraries. The literature of international relations is so vast that students need training in the identification, selection, and organization of appropriate references. In the chapter devoted to the strengths and weaknesses of this specialized training there are found some hints to librarians where former students suggest a need for training in the techniques of fact finding, of individual reading programs to fill in gaps, and a desire for courses in the related fields of geog-

raphy, economics, and the behavioral sciences. Some respondents suggest that lengthy theses are less desirable than training in how to assemble material and prepare a concise analysis.

For the librarian-professor concerned with training future members of our profession this volume offers soul-searching suggestions, for, like the international relations expert, the librarian is both a generalist and a specialist whose formal period of instruction is only the beginning of his professional training. One might substitute "librarianship" in the sentence "Graduate training in international relations is designed to reduce the distortion which is inevitable in over-specialization, while at the same time giving focus to broader education." (p. 127) Both fields need cooperative courses, seminars, and individual reading programs to supplement previously acquired knowledge. Likewise, the multidisciplinary nature of the field suggests that the students selected for training be restricted to those with outstanding undergraduate records and broad general education. The personal characteristics of flexibility, sensitivity, capacity to endure frustration, ability to submit to detailed supervision, and work without public acclaim are desirable in many library situations. Admissions officers of library schools might well ponder the sentence "One can infer much about a person from a written statement as to why he wishes to undertake graduate instruction in international relations." (p. 124)

Among the specialists engaged in international relations are librarians who serve the United States Information Agency in this country and overseas. Over and above their professional competence as librarians these individuals need to possess additional skills and personal characteristics. "Individuals who are personally dissatisfied with their assignments abroad tend to be those who have no language skill and by reason of this deficiency have become isolated socially from the citizens of the country in which they are stationed." (p. 47-8) The very nature of the work of overseas librarians demands daily contact with local nationals and language ability to enable them to gain the confidence of their library users. Among the added personal characteristics for overseas positions are ability to select, train, and evaluate the

work of locally recruited personnel, a sense of humor and proportion, good health, and the ability to adapt to a new environment. To paraphrase Professor Fuller—For the librarian abroad, his own and his family's behavior may be the principal means by which those with whom he comes in contact form an image of Americans and American librarianship.—*Flora B. Ludington, Mount Holyoke College.*

Catalog Code Revision

Toward a Better Cataloging Code; Papers presented before the Twenty-first Annual Conference of the Graduate Library School of the University of Chicago, June 13-15, 1956. Ed. by Ruth French Strout. Chicago: University of Chicago Press, 1957. 116p. \$3.75.

These papers from the Graduate Library School Conference treat the subject of catalog code revision from various points of view; the historical background (Ruth French Strout and Paul S. Dunkin), "general considerations on the function and content of catalog entries" (Richard S. Angell), problems in applying catalog codes (Herman H. Henkle and Benjamin A. Custer), the cost of cataloging (Raynard C. Swank), developments in other countries (Andrew D. Osborn and Arthur H. Chaplin), and the present state of code revision in the United States (Seymour Lubetzky and Wyllis E. Wright).

The papers by Strout and Dunkin trace the history of catalog codes from 2000 B.C. to the present. Strout concludes her account by asserting: "Throughout history codes seem always to have envisaged catalogs which were far better than their contemporary catalogs ever were . . . Codes have not been a statement of the usages of their day but rather the very means through which progress has come." Dunkin details the attacks on catalog codes of the past fifteen years, beginning with Osborn's "The Crisis in Cataloging," pointing out that the attacks have ranged around three subjects: basic principles, simplification, and study of the user. He notes that today the "crisis in

cataloging" has become a part of the larger crisis in public and academic library administration generally and bibliographical control in general and wisely observes that agreement on functions is much easier to come by than agreement on techniques to implement functions.

In his attempt to develop "some general considerations on the function and content of catalog entries," Angell takes a close look at some of the basic principles (and alleged lack thereof) of our present codes, both for entry and for descriptive cataloging. His criticism is frequently sharp and incisive and will stimulate, if not antagonize, most readers. He contends that the rules for cataloging books have been too slavishly followed in devising rules for other media of communication and suggests that it is possible to devise rules for entry of the various media which grow "naturally" out of the media themselves. Unfortunately, there is no extended discussion of this point, and no illustrations of specific rules are presented for our consideration. He also contends that our rules are weak in conveying the import of the communication, implying that we should not rely on subject headings for this necessary function. These points are typical of many others in an essay which attempts to extend the frame of reference of code revision considerably beyond its usual boundaries.

Custer attempts to identify some of the most pressing problems in public libraries, as distinguished from academic libraries, e.g., the effect of filing rules on the rules of entry and on use of the catalog, the greater use of "common" rather than "authoritative" names, the probably greater use by patrons of names and titles as they appear on the works being cataloged, and the need for less detailed descriptive cataloging rules.

Henkle is particularly concerned with the problems of application of rules and suggests that the shift from the legalistic to the pragmatic theory in descriptive cataloging has perhaps been in name only—that operational research is needed to determine how far practicing catalogers have actually changed their point of view. At the same time, he points out that practicing catalogers have a unique opportunity to contrib-

ute to catalog code revision by a careful consideration of the practical problems which arise in everyday work.

Swank's paper, while not so directly related to the theme of the Conference, is an excellent statement of the factors involved in the cost of cataloging and of bibliography generally, and ends with a plea for no skimping on the author code, which he sees as the "very heart of the library service."

The papers by Chaplin and Osborn are among the most stimulating and provocative in the volume, and it is to be hoped that they will be widely read by American catalogers and librarians, since they present ideas and viewpoints which we tend to ignore in our deliberations. Osborn reports on the growing use in Germany of "mechanical" or "natural" word order in filing title entries, in place of the traditional grammatical word order, and mentions the introduction of corporate entries in the public catalog of the Deutsche Staatsbibliothek. Chaplin outlines the major problems which must be overcome to achieve an international code and comments hopefully on the activities of the IFLA working group on the international coordination of cataloging principles, which has optimistically attacked the chief obstacles to international agreement—corporate authorship and title entry for anonymous books.

Wright summarizes in some detail the current progress on code revision in the United States, identifying the principles and objectives which have been accepted for the new code, including the provision of alternative practices for specialized and popular libraries. Lubetzky, fittingly, has the last word, commenting on several points made during the Conference. He emphasizes the magnitude of the problem of assembling works of an author and editions of a work and affirms the professional nature of the problem of constructing a catalog code, asserting that the authors of a code cannot be too much concerned with possible misapplication of the code by practicing catalogers or with constructing a code which attempts to meet the "needs" and "approach" of the library's patrons.

In summary, these papers provide a good background for, and review of, the main

problems involved in catalog code revision (particularly for the library school student and teacher), as given by recognized experts, although one looks in vain for a detailed consideration of the basic problems involved in the "finding list vs. reference tool" dilemma, a question which still has not been thoroughly discussed. It is interesting to note that several participants minimize the value of studies of readers' use of the catalog—a far cry from the literature of the forties on the catalog and catalog codes, which virtually always concluded with a plea for such studies. To this reviewer, the most important question raised relates to the possibility of an international code. On the basis of the evidence presented here, it would seem that this is no longer in the realm of unattainable ideals. American catalogers and librarians have a serious obligation to examine closely our basic concept of main entry for works produced by corporate bodies. In view of the liberal use of added entries in American catalogs and bibliographies, can we consider a wider use of title as main entry for such works? Would this really violate our concept of "authorship" and, if so, what are the consequences? Certainly, these are questions which the Catalog Code Revision Committee should consider carefully as it works on the new code.—Wesley Simonton, *Library School, University of Minnesota.*

Russian Biography

Russkie biograficheskie i bio-bibliograficheskie slovari. By I. M. Kaufman. Moscow: Gosudarstvennoe izdatel'stvo kul'turno-prosvetitel'noi literatur'i, 1955. 751p. \$1R 40K.

This new, revised edition of *Russian Biographical and Bio-bibliographical Dictionaries*, compiled by I. M. Kaufman, has added reference works which were published in the years 1950-1954. Published in an edition of 12,000 copies, it is obviously a work that is finding a home in nearly all Soviet reference collections.

It is divided into the following sections: (1) all biographical dictionaries and collections of biographies of general character,

published in the last 250 years (pp.5-68); (2) all works containing biographies and bibliographies of Russian scholars and scientists in the fields of mathematics, astronomy, physics, chemistry, geology, biology, history, and geography (pp.69-183); (3) works which list members of the Soviet Academy of Science (pp.184-96); (4) works on individual members of Russian Academy (Czarist and Soviet) and their publications (pp.197-200); (5) works which list professors, lecturers, and students of the Universities, institutes and other higher institutions (alphabetically by places; Warsaw, Riga, and Dorpat are also included in this list, perhaps because these cities belonged to Czarist Russia, before Poland, Estonia, and Latvia won their independence after 1918) (pp.201-76); (6) a short list of works on both pre-Revolutionary Russian and Soviet learned and literary societies (pp.276-78); (7) a special list of works with biographies of scholars and scientists before and after the Revolution, apparently selected at random for this section by Kaufman (pp.279-82); (8) a list of biographical dictionaries of Russian and Soviet belletristic authors from the eighteenth century on (pp.282-335); (9) bibliographies of works

on physicians (pp.336-73); (10) engineers (divided according to the type of engineering) (pp.374-406); (11) agronomists (pp.407-15); (12) teachers (pp.416-19); (13) librarians (including printers and booksellers) (pp.420-27); (14) artists (pp.428-85); (15) architects (pp.486-92); (16) musicians (pp.493-502); and (17) actors (pp.503-13); (18) a list of dictionaries and collections of biographies published in various Soviet cities, not including those listed under universities and schools (pp.514-56); (19) dictionaries of pseudonyms (pp.557-60); (20) works listing obituaries (pp.561-62).

There is also a supplement of works omitted from their proper places (pp.563-76), and alphabetical lists of names (pp.579-740), titles (pp.741-48) and series (pp.748-49). Under each entry there is a commentary on the scope and purpose of each title in the bibliography. The arrangement is chronological in each section.

Kaufman's work is the best source for information on Russian biographical and bibliographical dictionaries, and it has a place alongside similar guides to biographical reference works in other jurisdictions.—*Milimir Drazic, Northwestern University Library.*

"Then There Are Librarians"

Then there are librarians. I think there must be a special dispensation in Valhalla for all librarians, and especially for those of the Woman's College Library [Greensboro, North Carolina]—under the direction of Mr. Charles Adams—which naturally contained much of the specialized information which this record required. Miss Marjorie Hood, with whom I worked most closely, is the library staff member who has earned my very special and limitless gratitude. Others who have been helpful include personnel of the excellent Ferguson Library of Stamford, Connecticut, the incomparable New York Public Library, and the Enoch Pratt Free Library of Baltimore, the National Archives, Washington, and the State Department of Archives and History, Raleigh. I have found only courtesy and helpfulness in libraries. Indeed I have a higher opinion of the whole human race than when I began research on this volume four years ago.—Rose Howell Holder, in "Acknowledgments," in her *McIver of North Carolina* (Chapel Hill, University of North Carolina Press, 1957).

Books Received

- A Bibliographical Examination of the Earliest Editions of the Letters of Junius.* By T. H. Bower. Charlottesville: University of Virginia Press, 1957. 147p. \$6.
- The Concise Cambridge History of English Literature.* By George Sampson. Reprinted 1957. (Distributed in American Colleges and Universities by The Dryden Press, 110 W. 57th Street, New York 19.)
- The Freedom to Read: Perspective and Program.* By Richard McKeon, Robert K. Merton, and Walter Gellhorn. New York: Published for the National Book Committee by R. R. Bowker Co., 1957. 110p.
- Guide to the Manuscripts of the State Historical Society of Wisconsin.* Supplement Number One. By Josephine L. Harper and Sharon C. Smith. Madison: State Historical Society of Wisconsin, 1957. 222p. \$5.00.
- Historical Fiction.* (Reader's Guides, Second Series 11.) Introduction by Alfred Duggan.

- Reading list compiled by W. A. Taylor. Cambridge: Published for the National Book League, 1957. 48p. 75c.
- The Measurement of Meaning.* By Charles E. Osgood, George J. Suci, Percy H. Tannenbaum. Urbana: University of Illinois Press, 1957. 342p. \$7.50.
- Metallurgical Progress: A Third Series of Critical Reviews.* London: Iliffe and Sons (New York: Philosophical Library), 1957. 88p. \$6.
- Michigan's First Bookstore: A Study of the Books Sold in the Detroit Book Store 1817-1828.* By Wallace J. Bronk. Ann Arbor: University of Michigan, Department of Library Science, 1957. 36p. (Studies, 3.)
- Second Report to the President.* The President's Committee on Education Beyond the High School. Washington: 1957. 108p.
- Social Functions of Libraries.* By B. Landheer. New York: Scarecrow Press, 1957. 286p. \$6.

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Special Collections in the College Library

(Continued from page 484)

at Swarthmore. Their greatest usefulness would place them in a large and central library amid a huge array of pertinent primary documents, associated biographies, critical monographs, and the bibliographical apparatus needful in correlating and evaluating discoveries and conclusions. . . . But, I confess, we're grateful that we have them.

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student associates. It is in this peripheral domain that the acquisition, preservation, careful recording, and occasional use of our special collections will fall. They are, in a way, luxuries—the raisins in the daily bread, the jewels adorning the work-worn hand, the flowers in the button-hole of a threadbare suit. They are a joy and a pride to the book-loving librarian. It is our routine to buy a dozen duplicate copies to go on reserve for History I; it is our delight and our durable satisfaction to enrich a special collection. For us no other bibliophilic thrill is quite equal to the fruition of inexpensively acquiring that patiently long-sought and elusive *desideratum* which alone can fill a vacant niche on a favorite shelf. Innumerable subjects and sizes of bookish ingatherings open up before us. Bibliographic vistas stretch high, wide, and handsome.

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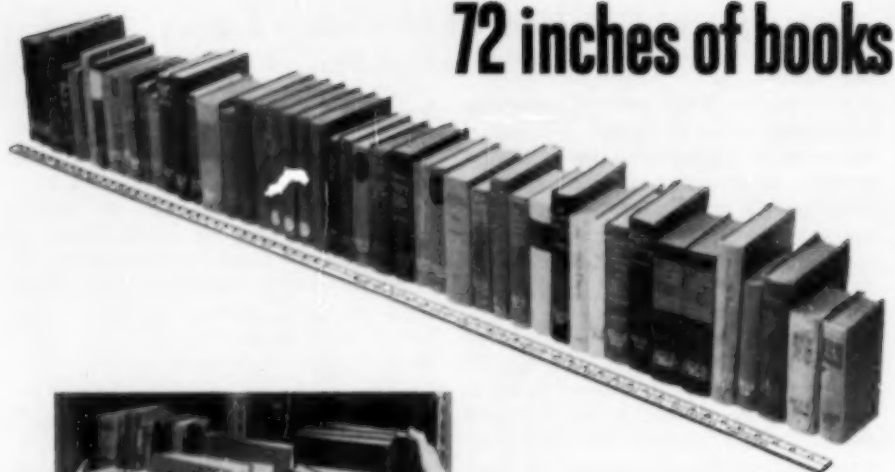
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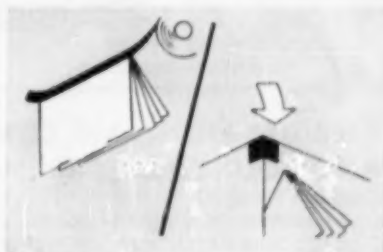
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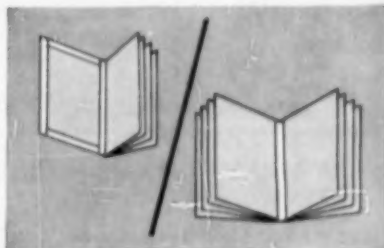
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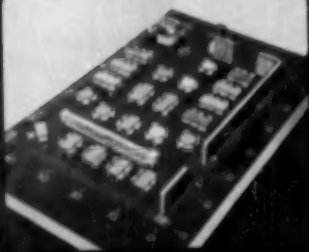


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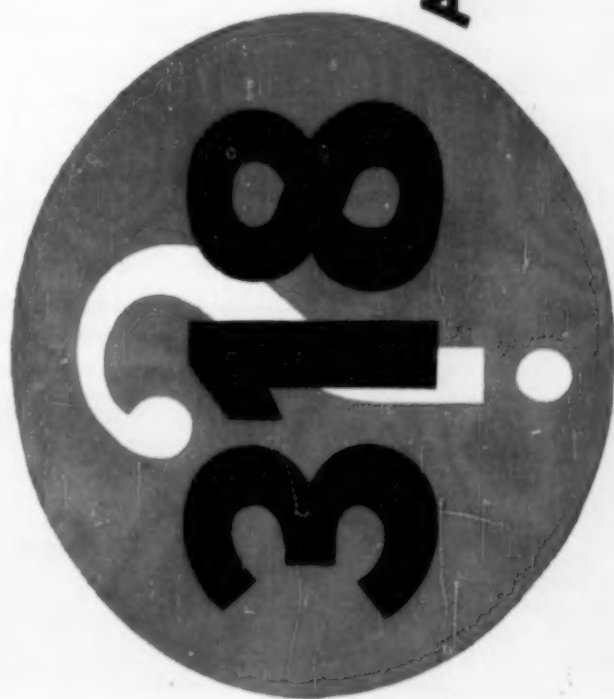
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